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SECTION I
PREAMBLE

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

Faculty view these stated commitments to student learning and development, scholarship, participative democracy and shared governance, collaboration, service, and diversity as essential elements that define and support the School’s purpose and mission.

Mission Statement

The School’s full-time, tenured and tenure-track faculty (hereinafter the “Faculty”) devote their work lives to the initial and continuing professional development of teachers, curriculum and instructional specialists, other personnel, and scholars. School Faculty respect the traditions of our profession and at the same time are aware of the need to address and adopt alternative approaches. The foundation of all School programs is a collaborative approach to teacher education. School programs are oriented toward the study of past and current practice, the consideration of alternative theories and strategies to confront current problems, and the development of best practice options for a variety of educational and related settings. School Faculty members encourage critical reflection and risk-taking, both of themselves and their students. School Faculty members are well prepared to help educators and their students meet the challenges of the 21st century.

Because of its large size (faculty, staff and students), variety of programs (refer to Appendix B), and subject-matter diversity, the School represents a complex administrative unit. Amidst this complexity, there is room for the pursuit of varied interests and approaches. At the same time, the School effectively demonstrates a unity of purpose and a commitment to excellence, equity, and community. School Faculty members are able to do this through the dedicated efforts of the many individuals, with differing roles and responsibilities, who compose the School. They strive to create, develop, and maintain relationships and working conditions that enable the Faculty to do its best work, both individually and collectively.

The School is guided by several related commitments. These include but are not limited to the following:

A. Student Learning and Development

Faculty members, both full-time and part-time, are dedicated to providing high quality and robust initial and continuing preparation programs (undergraduate and graduate) for educators in various professional roles and settings (e.g., teachers, curriculum specialists, supervisors, other professional staff, and researchers). Such programs are designed to prepare reflective practitioners capable of providing effective leadership and service in classrooms, schools, colleges, universities, and non-school settings.

The professional preparation and development of students is central to the School’s mission and is of highest priority. If collaborative efforts by faculty to provide quality field-based programs are successful, students in the School will exit their respective programs not only with new knowledge and skills, but also with the ability and desire to be life-long learners. Students will
have developed the ability to think critically and to provide varying degrees of reflective, transformative leadership. Graduates will have matured professionally and personally to the point where they can differentiate effective practices. Research will be the basis from which they solve problems related to theory and practice.

Consistent with this stance is the Faculty’s commitment to provide students with high quality advising and mentoring. Accurate and comprehensive advising reduces the number of problems undergraduate and graduate students might face as they near graduation (and after graduation as well). Positive interactions between advisor and student also can help shape the student’s attitude toward the faculty in general, the program, the School, the College, and even the University. School Faculty members recognize that mentorship roles are particularly critical to advanced graduate students. The one-to-one sharing of experiences that takes place with them can be as important as the courses they take. Indeed, Faculty members consider effective, personalized advising and mentoring as essential elements to meeting this commitment to all undergraduate and graduate students.

B. **Scholarship**

School Faculty members are committed to the generation and dissemination of knowledge about education, professional development, and related areas of inquiry that contribute to the development of effective educational and scholarly theory, policy, and practice. Both theoretical and practitioner research are highly valued. In their efforts to produce such advanced knowledge, the Faculty pursues internal and external sources of support and collaborates often to facilitate research and development activities.

School Faculty is dedicated to engaging in multiple forms of scholarly activity and research that informs practice. These activities include but are not limited to: the publication of articles, chapters, books, and monographs, as well as the production of digital media; presentations at meetings of professional organizations, learned societies, and government committees; and editorial work for journals and publishing companies. Many of these activities are appropriately accomplished by a Faculty member working independently, but other activities might require collaboration with Faculty colleagues in the School and across campus, with peers at other academic institutions, and with School and College practitioners. Indeed, shared interests, work activities, and responsibilities often result in enhanced professional development for all parties involved, including joint publications and presentations, a greater sense of School/College/University community, and facilitate sustained partnerships with local schools and colleges.

C. **Collaboration**

In seeking to contribute to the knowledge base of the profession and to improve educational practice, the School’s mission includes collaborative activities with schools and colleges; businesses, community agencies and professional organizations; and families and local community groups. School Faculty view themselves as both learners and leaders in the process; School Faculty teach and also learn. School Faculty share their experiences and they also find
out about the experiences of others; they disseminate and also receive. In the goal to foster a community of learners as problem-solvers, School Faculty strive to both lead and learn.

School Faculty recognize that if their efforts to provide high quality programs, exemplary instruction, and cutting edge research are to come to fruition, they must develop and maintain such collaborative relationships. Such relationships are an integral part of each of the programs in the School. These relationships make it possible to provide meaningful field experiences for students, which is crucial in the preparation of reflective educators. These relationships also enhance opportunities for research and for the dissemination of professional knowledge.

D. Participative Democracy and Shared Governance

School Faculty enthusiastically support shared governance, as advocated by both University Policy and the Collective Bargaining Agreement.

E. Service to the Profession

In a variety of ways, School Faculty members are responsible for and committed to providing leadership and service to the University and to their profession. This is accomplished through sustained effort on the part of the Faculty, guided by the principles and practices of cooperation, collaboration, and consultation. The wide range of experiences and expertise found among our faculty (and staff and students) enables the Faculty to address the challenges faced by leaders in School, College, and non-school settings. With this commitment comes an understanding that School Faculty can learn a great deal from colleagues on this and other campuses, as well as in school and non-school settings, and that working together profits all.

F. Diversity

A primary goal that School Faculty set for both students and themselves is to increase individual and collective understandings of cultural diversity in its many forms and to commit to the improvement of educational and related opportunities for those from diverse populations. The School values the diverse identities of the School’s students, faculty, staff, and stakeholders. Graduates of the School’s programs need to be well prepared to teach, coordinate, and work within national and global settings. This preparation requires a deep knowledge of culturally diverse and equitable practices and an affirmation of individual differences.

School Faculty members recognize the value of diversity in the School’s undergraduate and graduate programs, among both Faculty and students. Such diversity stimulates learning and enhances the Faculty and students’ ability to work with others who are from backgrounds unlike their own. School Faculty must be vigilant in creating and maintaining the best possible environment for their own continued growth and development and for all students in the School. Thus, School Faculty members are dedicated to the identification, recruitment, and retention of students and faculty from under-represented populations, through all legal and appropriate practices. School Faculty members are committed to the creation of a learning community that is inclusive and respectful of diverse ideas and practices.
SECTION III
STRUCTURE AND ORGANIZATION OF THE SCHOOL

A. Administrative and Service Positions

1. School Director

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

**Academic/Scholarly Leadership**

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

- Ensures School compliance with University, Administrative, and Operational Policies, rules, regulations and any applicable Collective Bargaining Agreement
- Develops and carries out administrative and educational policies in the School, with appropriate consultation
- Develops the School’s budget, with appropriate consultation
- Recommends new staff and faculty appointments to the Dean, with appropriate consultation
- Recommends the reappointment, non-reappointment, tenure, promotion, sanction, and/or dismissal of faculty members in the School
- Appoints and directs the nonacademic staff of the School
- Recommends leaves for faculty members in the School
- Notifies the Dean of the absence or resignation of a faculty member
- Recommends course changes to the Dean
- Assigns workload to faculty members, with appropriate consultation
- Schedules classes and rooms through the appropriate University offices
- Oversees the preparation of reports to University officials, as required and appropriate
- Maintains custody of University property allocated to the School
- Supervises the academic advising of student majors in the School
- Notifies the President's Office, through appropriate channels, of the needs of the School for which gifts or bequests should be sought or are being sought
- Performs other tasks and duties as assigned, all of which cannot be cataloged and may include but not be limited to following the progress of graduates, maintaining relationships with the Regional Campuses, providing orientation to new faculty, developing brochures of course syllabi, etc.

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

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

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

2. Program Coordinators

The Director appoints Program Coordinators after consultation with the program faculty. While the appointment is for the academic year, it is also expected that the Program Coordinator is available for eight weeks of the summer, for additional compensation. The initial term of service is for two years, at which time consideration shall be given to continuous service or rotation to a newly appointed Program Coordinator. Newly appointed coordinators should seek and expect to
receive mentorship during their initial semester of service by the previous coordinator, as well as the Director. Service by Program Coordinators may be terminated if deemed necessary by the Director. The duties and responsibilities of Program Coordinators, who generally may be assigned the workload equivalent of one (1) three (3) credit hour course by the Director, with the approval of the Dean, shall include but are not limited to the following:

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

3. Additional Administrative Appointments

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

4. Non-Academic Staff

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

B. School Committees

All School committees are advisory and recommendatory to the Director. The membership, structure, and function of some of the School's committees are governed by University, Administrative and Operational Policies and the applicable Collective Bargaining Agreement (CBA). The Director may establish ad hoc committees in consultation with the FAC.
The Director welcomes requests from faculty members for positions on the School’s various committees. The Director, when making appointments to School committees, will be mindful of the diversity of disciplines within the School and will consider the expertise and interests necessary for the functioning of the specific committees.

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

1) Faculty Advisory Committee (FAC)

a. Purpose:

This elected FAC represents School Faculty members in School governance. The FAC is structured and operates as described in the applicable Collective Bargaining Agreement. The FAC is convened and chaired at least once per term by the Director who, in consultation with the FAC, sets the agenda for its meetings. FAC members may request that items be added to the agenda. Additional meetings of the FAC may be called by the Director, as needed. The Director is an ex-officio, non-voting member of the FAC.

b. Membership:

The Committee shall be composed of nine (9) full-time School faculty members whose terms shall be for one (1) year. Three FAC members serve as representatives to the College Advisory Committee (hereinafter the “CAC”). Each year FAC names at least one (1) new CAC representative; thus, while a usual term for an FAC member is only one (1) year, if elected to CAC, that FAC member automatically becomes a member of FAC for a second year because CAC members serve a two-year term.

All full-time faculty members are eligible for membership on the FAC. This includes full-time non-tenure track (NTT) faculty and regional campus faculty. The FAC should consist of one (1) Faculty member from each of these seven (7) program areas* (ADED/SEED, CTTE, ECED, Reading, MCED, C&I/At Large, and PEP)—and NTT and regional campus faculty, for a total of nine (9) FAC members elected in a school-wide election each spring semester. * Math is not a program/degree area for this purpose.

Thus, each program area (ADED/SEED, CTTE, ECED, Literacy, MCED, C&I/At Large and PEP) should choose representatives from the program for the FAC ballot. The Director
should encourage regional campus faculty, NTT faculty, and other faculty not nominated by their program areas to make known their interest in running for the FAC.

Where there is insufficient interest from NTT or regional campus faculty to run for FAC, the at-large members should increase proportionally to keep the number of FAC representatives at nine (9).

c. Attendance:

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

2) The Curriculum Committee (CC)

a. Purpose: The Curriculum Committee assists the Director in supervising and coordinating the School’s academic programs. The Curriculum Committee makes recommendations on all matters that affect the academic programs of the School, including but not limited to:

- Review and recommendation of proposals to establish, inactivate and revise courses, degrees, programs, concentrations, majors and sub majors, emphases and options
- Review and recommendation of proposed course changes to course titles, course descriptions, prerequisites, grading specifications, credits, and content
- Review and recommendation of workshop proposals

b. Membership: The Curriculum Committee shall be composed of one (1) full-time faculty member from each program area. Nominations and elections will be held in the same manner as the FAC. Terms, however, are for two (2) years with half of the membership being elected each year. All committee members have voting privileges. The Curriculum Committee shall elect three (3) members to serve on the College Curriculum Committee. Those elected to CCC will serve the corresponding terms.

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

3) Student Academic Complaint Committee

The Student Academic Complaint Committee is composed of three (3) Faculty members elected on an annual basis to serve as needed. When the committee convenes, one (1) member of the committee is elected by other members to serve as the Chair of the Student Academic Complaint Committee. The policies and procedures of this committee are governed by University Policy 3342-4-02.3, including but not limited to the addition of at least one (1) student representative to the committee. An undergraduate student will be added to the
committee for complaints from undergraduate courses and a graduate student will be added to the committee for complaints from graduate courses.

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

4) Reappointment, Tenure, and Promotion Committee

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

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

5) Other Ad Hoc Committees

The Director may establish, charge, and appoint the membership of ad hoc committees as required by the School. In establishing ad hoc committees, naming members, and designating a committee director, the Director shall consult with the FAC. The Director will welcome requests and preferences from the faculty before establishing and making appointments to ad hoc committees.
SECTION IV
APPOINTMENT AND EMPLOYMENT PROCEDURES AND REGULATIONS

A. Faculty Appointments

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

B. Faculty Ranks

The basic definitions of Faculty ranks are the following:

1. Assistant Professor

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

2. Associate Professor

   Hired at or promotion to this rank presumes prior service as an Assistant Professor, significant academic achievements, and possession of the doctorate in an appropriate discipline (See, Section V of this Handbook).

3. Professor

   Promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor and is reserved for senior Faculty members who have achieved significant recognition in their discipline (See, Section V of this Handbook).

4. Research Associate and Research Assistant

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

5. Adjunct Faculty Appointments

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

6. **Visiting Faculty Appointments**

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

7. **Full-Time Non-Tenure Track Faculty (NTT) Appointments**

Full-time non-tenure track faculty (NTT) appointments are made on an annual basis (See, Section VI of this Handbook). NTT appointments are not included under the umbrella of the University policy and procedures regarding faculty tenure (See, University Policy Register 3342-6-14) and NTT faculty members are not entitled to any rights with regard to tenure.

8. **Part-Time Faculty Appointments**

When the School cannot meet its teaching needs from the ranks of its Faculty, NTT faculty and graduate students, part-time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the University.

9. **Graduate Faculty Status**

As a doctoral degree granting School, the School normally requires that all faculty be eligible for appointment to the graduate faculty as associate or full members. The Administrative policy regarding graduate faculty is included in the University Policy Register. (See, University Policy Register 3342-6-15.1)

C. **Recruiting Faculty**

The School supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the Faculty. Search Committees are appointed by the Director after consultation with the FAC, and Faculty members in the specific area or discipline conduct the search for candidates. Search committees include a student member selected by the faculty members serving on the search committee. Following the search, the search committee recommends to the Director that at least two (2) and generally not more than three (3) candidates be invited to campus for an interview. Each candidate who is invited to campus for an interview will present a seminar before the School, and may be asked to provide a teaching demonstration as well. After receiving all input from the interview process, the committee will confirm or deny the
acceptability of candidates and provide a critique of positive and challenging aspects of those individuals found acceptable. The Search Committee then makes its recommendation(s) to the School Director who formulates his/her own recommendation and forwards both the search committee’s and Director’s recommendations to the Dean for final action.

D. Role and Responsibility of the Faculty

Each Faculty member is expected to contribute to the School, Campus, College and the University according to the terms and condition of his/her letter of appointment. High quality teaching and scholarly activity are expected of all Faculty members. Service to the School, Campus, College, and the University is also expected of each Faculty member.

Faculty members are expected to provide students with a syllabus which includes the subject matter to be covered in a course, a listing of assignments and/or reports, approximate dates of examinations, grading standards, attendance requirements, and other pertinent details of the conduct of the class. A Student Survey of Instruction (hereinafter “SSI”) is required in each course in each semester and will be conducted under the auspices of the Director pursuant to applicable University policies and procedures (See, Section IX of this Handbook). Probationary Faculty members are expected to work with the School Director to identify at least one faculty member each year to visit their class and evaluate their teaching performance. Supervision and direction of student research projects, theses, and/or dissertations (as appropriate to program offerings) is part of the teaching function.

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

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

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

F. **Academic Freedom and Professional Responsibility at KSU**

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

G. **Professional Responsibilities**

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

1. **Teaching:** Teaching well, that is, providing the diversity of students who choose to become educators and related professionals with current knowledge, opportunities for critical-reflective thinking and professional experiences, is the core around which the work of the Faculty in the School develops. The work of teaching involves, among other things, an understanding of how humans grow and learn, theories of development, how change takes place and is facilitated, the selective nature of school knowledge, and the purposes and values of schooling and related areas of practice. Teaching incorporates the most current thinking in the field; indeed, teaching must take into account what Faculty members want students to do. Students need to be prepared to work in different types of school, college and non-school environments, in settings that are as richly diverse as, or perhaps even more diverse than, classrooms in the School. Moreover, preparation of teachers, school leaders, and scholars must be grounded in the need to help others make connections, continue learning, and seek to improve their own professional practice. Providing students and the Faculty with the knowledge of how best to learn, including the tools to do so, as well as the understanding of optimum learning conditions for doing so, will make this more likely for students, Faculty, and for those with whom they work. The Faculty recognizes that teaching is scholarly practice.

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

3. **Curriculum Studies:** Teaching, leadership, inquiry, and research are embedded within the School’s many sub-disciplines. To organize these activities into a meaningful experience for students, Faculty must develop curriculum that is substantial, consequential, and imaginative. Faculty members in the School focus on this perspective. Faculty are not simply concerned with writing out notes that can be shared with students; instead, they attempt to create experiences for students that will provide opportunities for truly significant learning and that will encourage a passionate approach to their professional endeavors. Faculty informally (and sometimes formally) study (and discuss) curriculum development and practice in order to do this in the best ways possible, informed by the most recent thinking in curriculum studies and in the curriculum fields of specializations within the School. Faculty members seek an integration of theory and practice, so that thinking about curriculum informs practice, and vice versa. Faculty members engage in continuous development, analysis, articulation, evaluation, and re-construction for this explicit purpose.

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

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

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

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

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

H. Faculty Workload

As per the Collective Bargaining Agreement, the normal load for Faculty members is 24 credit hours per academic year. The normal load for NTT faculty members is 30 credit hours per academic year (as per the Collective Bargaining Agreement for this contingency). While workload primarily involves teaching, research, and advising, the nature of each workload may differ among program areas and individual faculty members. Varied course and program structures and other responsibilities make it necessary for some flexibility in the creation of workload assignments. Among the many situations that the School Director may consider when assigning workload are the following: administrative responsibilities; advising load; cohort supervision; service commitments, on and/or off campus responsibilities; curriculum and program development, especially for new initiatives; significant scholarly projects; graduate student advising; field and clinical responsibilities; and transitional career-related activities. Specifically, program coordination, center direction and student teaching supervision may also be assigned workload equivalent. Faculty members new to Kent State typically are provided workload credit in order to help establish their research agenda.

A Faculty member’s workload may be flexible from semester to semester within an academic year. If, for example, a faculty member’s load in the fall semester includes a four (4) credit course and two (2) three (3) credit courses, and the person has three (3) credits for research and advising, the total load for the semester would be 13 credit hours. In that case, the faculty member’s load for the spring semester would be 11 credit hours to keep the total for the year at 24 credit hours. Workload substitutions for the supervision of students/interns (6 students = 3 credit hour load) may be assigned by the coordinator with the approval of the Director.
Every faculty member is generally expected to teach at least one (1) course per semester for which the instructor bears full instructional responsibility. Faculty members typically receive research workload credit at six (6) credit hours per year. It is important to note that a (6) credit release is not automatic but is available for probationary faculty and tenured faculty who maintain active agendas working with graduate students and have graduate faculty status.

I. Teaching Assignments, Class Schedules and Additional Assignments

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

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

J. Summer Teaching Assignments

The Director welcomes interest in summer teaching assignments from all full-time faculty members. Because neither intersession or summer periods is part of the regular academic year, it is understood that 1) summer and intersession teaching is not a right, and 2) no member of the Faculty is required to accept a summer or intersession offer of employment. The size, content, and staffing of summer courses are dictated by budgetary constraints and curricular needs. Within these requirements, Faculty members are offered summer teaching assignments on an annual rotation system. For additional information on summer teaching assignments, individual investigations, thesis and dissertation advisement refer to the applicable Collective Bargaining Agreement for compensation guidelines.

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

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

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

L. **Sanctions**

A sanction is a documented corrective action in response to a faculty member's unsatisfactory performance of his/her duties and responsibilities as a member of the faculty. (See, “Sanctions for Cause” in the Collective Bargaining Agreement)

M. **Faculty Information System**

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

1. An updated curriculum vitae submitted via the Faculty Information System.
2. Course evaluations (provided by the School Director) and syllabi for each course taught.
3. A brief summary of professional activities related to the 24 credit hour workload (e.g., if a faculty member has a three (3) hour assignment for program coordination, a brief summary of activities related to their work as a Program Coordinator should be provided; if a faculty member has a three (3) hour assignment for research, a brief summary of research activities should be provided).

N. **Faculty Leaves**

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

University leaves include but are not limited to:

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

4. Research/Creative Activity appointments.

O. Faculty Absence and Travel Policy

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

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

P. Faculty Sick Leave

The Director is responsible for keeping complete records of faculty sick leave; however, faculty members are also required to record their sick leave on the University’s online system. Sick leave should be reported online within forty-eight (48) hours after an absence whenever possible. Employees are charged for sick leave only after days upon which they would otherwise have been scheduled to perform service to the university. (See, University Policy Register 3342-6.11.1.). In addition, see applicable Collective Bargaining Agreement for additional information on sick leave accrual and banking.

Q. Outside Employment and Other Outside Activities

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

R. Copyright Restrictions
All faculty members should be aware of current copyright laws which restrict the copying of published materials. For further information, contact the University’s Office of Legal Affairs.

S. Academic Misconduct

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

CONSIDERATION FOR TENURE-TRACK FACULTY

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

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

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

The hiring of Faculty is an investment in the individual and institutional future. Because of this, the University has a comprehensive system in place to provide oversight and feedback for Faculty. Probationary Faculty receive information in an initial appointment letter that sets the course for their academic life at the University. On an annual basis, probationary Faculty undergo review for reappointment according to University policy and procedures.

A. **Reappointment**

The policies and procedures for reappointment are included in the University policy and procedures regarding faculty reappointment (See, University Policy Register 3342-6-16). Each academic year, reappointment guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. Probationary Faculty members’ accomplishments in scholarship, teaching, and citizenship are reviewed by the School’s Ad Hoc RTP Committee (See, Section III of this Handbook). The file of materials should follow current University policy, with additional consideration given to Appendix C General Advice for TLC Probationary Faculty. Included in the file are a contextual statement and curriculum vitae outlining the Faculty member’s accomplishments in scholarship, teaching, and citizenship. Additionally, probationary Faculty members are expected to work with the School Director to identify a tenured faculty member to serve as a mentor during the probationary period.

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

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

This annual record should be considered a predictor of future success, meaning that quality and quantity of publications should grow over the probationary years, as should strength in teaching as documented by SSI evaluations; sufficient/growing service should also be documented. The hallmark of a successful candidate is evidence of the potential to have an impact upon the discourse of her/his discipline. This record must be demonstrated through peer reviewed work, particularly in significant national/international journals, as well as other important scholarly contributions in one or more established lines of inquiry, as well as a clear and focused plan for building on this work.

On an annual basis, the progress of untenured faculty is reviewed by the Ad Hoc RTP Committee and the Director. If concerns arise, both RTP committee members and the Director shall provide detailed, prescriptive comments to serve as constructive feedback. The Director, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the School’s tenure and promotion expectations; however, the candidate is solely responsible for her/his success in implementing this plan.

Specific concerns expressed by the Ad Hoc RTP Committee and/or the Director during the probationary period should be addressed by the candidate in subsequent reappointment reviews. Finally, the overall evaluation of a candidate for reappointment must include consideration of the Faculty member's personal integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, scholarship, and the academic profession is expected of all who seek reappointment in the School.

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

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

B. Tenure and Promotion

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

Promotion signifies high quality, thoughtful scholarship that contributes to the discovery of new knowledge; emerging theories; the integration of theory, knowledge, and thinking; and/or to the application of known ideas, theory, and/or technologies. Additionally, promotion denotes the Faculty member has been a successful teacher, University citizen and a scholar who has contributed significantly to his/her relevant discipline(s) and to the institutional goals. All or any of these activities help to solve problems and to better humanity and the world.

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

All candidates for tenure and promotion must submit the names of at least five (5) persons outside the university who are qualified to evaluate their achievements objectively. Consideration should be given to the potential reviewer’s status in terms of rank, expertise, and comparable institution. Individuals with whom the Faculty member has a close
professional relationship as evidenced by shared publications or mentorship relationships, or should be excluded from the list of outside reviewers. The Director shall solicit evaluations from at least three (3) of the qualified individuals whose names have been submitted by the candidate. The candidate shall be given a copy of the communication to be sent to outside evaluators and have the opportunity to comment before the letter is mailed. In cases involving regional campus faculty, copies of these letters must be placed in both regional and Kent campus files. The Director will make the necessary contacts soon afterward, providing enough time for the receipt of reports from these external reviewers before the Ad Hoc Committee meets early in the Fall semester. The candidate should be in close contact with the School Director in case any additional information is needed.

C. Criteria for Tenure and Promotion

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

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

1. Scholarship and Its Evaluation

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

Sustained scholarship which clearly supports a Faculty’s line(s) of inquiry is imperative. Further, the merit of scholarship will be evaluated based upon the quality of the publication. Peer reviewed publications in national and international journals are highly valued. Additional forms of scholarship such as books, chapters, conference proceedings, book reviews, and curricular materials are also valued. Other scholarly activities which provide
evidence of an established research agenda which demonstrate influence upon his/her discipline may include, but are not limited to serving on national grant review bodies, presenting at refereed national/international professional meetings, chairing professional society committees, and presenting papers before learned societies should be considered. Faculty members are expected to hold membership in professional societies and serve in editorial capacities. Faculty are also expected to attend and participate in institutes and seminars, organize institutes, seminars, and workshops, insofar as such activities enhance their professional competency.

2. **Teaching and Its Evaluation**

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

Peer reviews and summaries of Student Surveys of Instruction (SSI), including all student comments, must be submitted as part of a candidate’s file for reappointment, tenure and/or promotion. Probationary Faculty should work with the School Director to invite at least one (1) faculty member each year to visit their class and evaluate their teaching performance. A written report of the evaluation is submitted to the Director for placement in the Faculty member’s file. Copies of representative syllabi, examinations, and other relevant teaching material should also be presented. Peer reviews are also recommended for those Faculty submitting materials for promotion. The committee will use all available data to assess the quality of instruction, and will be looking for the following criteria:

- High quality teaching as evidenced by positive peer reviews.
- Positive student evaluations of instruction, including summaries of student comments.
- Evidence of reflective teaching and intentional revision of areas requiring improvement included within contextual statement.
- Teaching materials such as syllabi and examinations that include disciplinary knowledge representing contemporary theoretical perspectives and relevant research.
- Any other available data to assess the quality of instruction.

Documentation related to graduate student, undergraduate student, and post-doctoral student training should be included in materials provided by a candidate for reappointment, tenure and promotion. Faculty members are expected to mentor graduate students (particularly at the doctoral level) and/or postdoctoral students. Evaluation of teaching will account for differences in workload expectations across campuses.

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

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

3. **University Citizenship and Its Evaluation**

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

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

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

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

D. **Promotion**

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

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

- Documented evidence of outstanding scholarship is necessary for promotion to full professor.
- Faculty whose appointment is at the regional campuses have a primary responsibility for lower-division instruction. Consequently, a major consideration for promotion shall be given to effective teaching and citizenship activities.
- Documented evidence of effective teaching is necessary for promotion in rank for those whose assignment includes instruction.
- Faculty whose responsibilities do not include teaching may use annual peer and/or administrative evaluation.

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

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

2. **Promotion Criteria Specific to Rank**

a. **Assistant Promotion to Associate Professor**

An Assistant Professor who has completed five years in rank and who possesses a terminal degree may be considered for promotion to the rank of Associate Professor. In extraordinary cases, promotion may be considered for a person with fewer years in rank. In either case, the candidate must have demonstrated consistently high quality teaching and have developed a substantial record of scholarship. It is generally expected that the candidate will have achieved full membership on the Graduate Faculty. Although co-authorship of published reports of collaborative inquiry is appropriate, a candidate for promotion to the rank of Associate Professor will generally need to have served as principal investigator or first author in at least a few instances. It is also expected that the candidate will have served on a number of School, College, and/or University committees, demonstrating evidence of increasing leadership potential, and/or have demonstrated other forms of service within the University. The candidate will also have participated in professional organizations and/or other appropriate professional activities outside the University, demonstrating evidence of contributions to the profession at the international, national, state, and/or regional levels.
b. Associate Professor to Professor

An Associate Professor who has completed five years in rank and who possesses an earned doctorate may be considered for promotion to the rank of Professor. In extraordinary cases, an associate professor may be considered for promotion to Professor after completion of fewer years in rank.

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

As with promotion to Associate Professor, while the most significant and necessary attribute is peer-reviewed articles in significant research journals, these activities might take the form of, but are not limited to, scholarly books, monographs, articles in state or regional journals, book chapters, conference presentations, and other forms of dissemination. Promotion to the rank of Professor requires first authorship in several instances and suggests leadership within collaborative grants or consultations. The candidate is also expected to have demonstrated continued contributions in the area of service to the School, College, and University. Demonstrated scholarly leadership in the profession at the national and/or international level is also an expectation.

E. Annual Review for Faculty

Per the Collective Bargaining Agreement, full-time, tenured Faculty are responsible for documenting their accomplishments for the previous year. Faculty are to follow the timeline and guidelines supplied within the CBA. The School Director will be responsible for documenting teaching evaluations as specified by the CBA.

At the request of either party, the School Director will meet with a faculty member to review her or his accomplishments from the past year. When appropriate, the Director can offer guidance for the improvement of performance. Also, this annual review may be linked more formally to merit consideration, when Faculty Excellence Awards are available. See Section VII for more information about these awards.
SECTION VI
APPOINTMENT AND REVIEW OF NTT FACULTY

A. Renewal of Appointment

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

B. Full Performance Reviews

The Full Performance Reviews of NTT faculty members who are in their third or sixth year of consecutive employment are governed by the applicable Collective Bargaining Agreement. Each academic year, guidelines for the Full Performance Reviews for NTT 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 NTT candidate who must complete a Full Performance Review will submit a dossier as described in the Collective Bargaining Agreement. The file should contain:

- An updated curriculum vita
- A statement which contextualizes a teaching responsibilities and other professional activities
- A teaching evaluation by a tenured faculty member, at least one per year. To emphasize, it is the responsibility of NTT faculty to invite a tenured faculty member
- Syllabi for each course taught
- A summary chart of teaching scores which includes every course taught, grouped by semester; sections of the same class are not to be combined. Summary Question 19, “Overall, how would you rate your learning experience in this course?” is to be used, including both numbers of students and the percentage within each category, as well as both the individual mean and college mean* (not included here because this is a fabricated example and so there is no way to know that this might be). For example:

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither A/D</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Omitted</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008 MCED 40005</td>
<td>8 / 40%</td>
<td>6 / 30%</td>
<td>4 / 20%</td>
<td>2 / 10%</td>
<td></td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>Teaching Reading with Phonics N = 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2009 MCED 50007</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Teaching Reading with Literature

<table>
<thead>
<tr>
<th></th>
<th>12 / 60%</th>
<th>6 / 30%</th>
<th>2 / 10%</th>
<th>TOTAL N=40</th>
</tr>
</thead>
<tbody>
<tr>
<td>N= 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Evaluation of teaching performance which includes all student comments from each SSI—typed summaries of each question by each course, which are placed after each two-page SSI summary; individual SSIs are not to be included.
- Documentation of other aspects of best practice in teaching, such as action research projects, sustained collaboration, peer planning, and descriptive reviews of student work may be included.
- Documentation of other responsibilities, such as program coordination or field coordination which replaces teaching responsibilities.
- Previous reappointment letters

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

### C. “Simplified” Performance Reviews

NTT faculty members who are in their ninth year of consecutive employment and any subsequent third year of consecutive employment thereafter (e.g., 12th, 15th, 18th, et. seq.) 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 NTT 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. NTT faculty who must complete a “simplified” performance review will submit documentation as described in the Collective Bargaining Agreement.

### D. NTT Performance Review Criteria

NTT faculty are reviewed by the School’s RTP Committee on the specific criteria outlined in their letter of appointment and as described below, including consideration of the track (Instructional, Clinical, Practitioner or Research) to which the NTT faculty member is assigned. An inherent part of the review process is to provide feedback to the NTT faculty member based on clear and consistent performance criteria. Renewals of appointment and salaries for NTT faculty should be tied to performance within the parameters established in the applicable CBA. As with tenured and tenure track faculty, student assessment of teaching, documented through SSI summaries, along with summaries of student’s comments about each course are used to evaluate the performance of NTT faculty. For NTT faculty in an Instructional track, these are the most critical data in the reappointment process. However, other documented accomplishments related to workload expectations, including
coordination of field experiences, supervision of students in the field, design and/or implementation of new initiatives, student mentoring, among other things, may also be used to assess performance, as necessary. In consultation with the Director, each NTT faculty member will identify one Faculty member each year to visit a class and evaluate his/her teaching. A written report is submitted to the Director for placement in the faculty member's review file.

For a successful performance review of NTT faculty members hired for teaching, the RTP Committee will look for the following criteria:

- High quality teaching as evidenced by positive peer reviews.
- Generally positive student evaluations of instruction, including summaries of student comments
- Evidence of reflective teaching and intentional revision of areas requiring improvement included within contextual statement.
- Teaching materials such as syllabi and examinations that include disciplinary knowledge representing contemporary theoretical perspectives and relevant research.
- Any other available data to assess the quality of instruction.
- Should NTT faculty members be hired with a clinical or research emphasis, evaluation criteria will be developed to align with their roles and responsibilities.

Each NTT faculty member is discussed by the committee which votes on a recommendation for renewal of the faculty member’s appointment. The Director independently assesses the accomplishments of each NTT faculty member and forwards to the Dean her/his recommendation and the committee's recommendation. The Director informs the NTT faculty member of the Ad Hoc RTP Committee's deliberations and provides the faculty member a copy of the recommendation that the Director sends to the Dean. NTT faculty members whose appointments will not be renewed must be notified by the timelines established in the applicable Collective Bargaining Agreement whether lack of adequate satisfaction with performance or the absence of anticipated continuing programmatic need or budgeted resources to support the position is the reason.

E. Promotion

Beginning in academic year 2011-12, NTT faculty members who have completed at least six (6) consecutive years of service and at least two (2) successful Full Performance Reviews may apply for promotion at the time of their second Full Performance Review or with any scheduled performance review thereafter. The criteria, guidelines and procedures for NTT promotions are included in the applicable Collective Bargaining Agreement. As required by the Collective Bargaining Agreement, evidence of significant accomplishments in performance and professional development is required. Accomplishments and/or contributions in the area of University citizenship, when they exist, will contribute to the NTT faculty member’s overall record of accomplishment. The College’s Non-Tenure Track Promotion Advisory Board (NPAB) shall be composed of NTT faculty representatives. The NPAB will review the applications for promotion and make a recommendation to the Dean.
SECTION VII
FACULTY EXCELLENCE AWARDS CRITERIA

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

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

The Collective Bargaining Agreement outlines the procedures for Faculty Excellence awards. Generally the FAC is the representative body charged with recommending to the Director the criteria and procedures for FEA evaluations. These evaluations are based on criteria similar to those used for reappointment, tenure, and promotion.

Faculty who wish to be reviewed for one or both awards are responsible for submitting materials to the School Director by the established due date and time. Submissions failing to meet the established deadline will not be considered for review. Documentation for each of the categories for Faculty Excellence will be rated as Not Meritorious, Meritorious, or Outstanding Meritorious, using the current FEA guidelines. Faculty should also update their curriculum vitae on the Faculty Information System to be considered for FEA awards at the Dean and Provost level.

A. Scholarship

Scholarly work that is accepted or in press can be included in the evaluation of a faculty member’s scholarship. In press requires acceptance of the publication from the editor and when possible, recognition of proposed timeline for publication. Work that is in progress, being revised, or submitted and under review are not to be included as it will not be considered. In order to judge the creative activity from one merit period to the next, faculty are to create a table (see Table 1) to demonstrate specific accomplishments during this merit period. Previous merit submissions will be used during each review process to assist with the assessment of current accomplishments.

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

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Current Merit period Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In press</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

Table 1: Summary table for Scholarship
Note: If any publications or presentations are co-authored, percentages of responsibility should be included.

**B. Teaching and University Citizenship**

To document teaching, a summary chart, as is requested of untenured Faculty and Faculty who apply for promotion to Professor is to be submitted. Further, evaluation of teaching performance which includes all student comments from each SSI—typed summaries of each question by each course, placed after each two-page SSI summary, are also to be submitted; individual SSIs are not to be included.

If desired, but within two single-spaced pages, information from other sources of evaluation of teaching, such as mentoring graduate students and comments about efforts at improvement, innovation, and class preparation may supplement the chart and typed summaries, as well as an annotated list which elucidates the extent, quality and significance of service activities.

**Table 2: Summary table for Teaching**

A summary chart of teaching scores which includes every course taught, grouped by semester, should be created; sections of the same class are not to be combined. Summary Question 19, “Overall, how would you rate your learning experience in this course?” is to be used, including both numbers of students and the percentage within each category, as well as both the individual mean and college mean* (not included here because this is a fabricated example and so there is no way to know that this might be). For example:

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither A/D</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Omitted</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008 MCED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**C. Faculty Excellence Award Process**

The Director considers the recommendations made by the FAC when making his or her preliminary determinations. If the Director makes a determination for the awarding of an FEA that differs significantly from the FAC’s recommendations, the Director will discuss the differences with the FAC members.

Faculty members have the right to request reconsideration of the preliminary determination made by the Director. Such requests will be considered by the FAC, who will, on the merits of the request, make a recommendation to the Director. Final determinations will then be made by the Director and transmitted to the Dean of the College. Individual final recommendations will be distributed to the individual faculty member concerned.
SECTION VIII
FACULTY GRIEVANCE AND APPEAL PROCEDURES

A. Informal Procedure

Any faculty member who believes that he/she may have a grievance is strongly encouraged, before initiating a formal grievance or appeal, to talk with the Director about any issue(s) of concern. The Director may seek the advice and recommendation of individual faculty members or faculty advisory groups in seeking informal resolution of a dispute or complaint.

B. Formal Procedure

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

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

Students, both undergraduate and graduate, are of primary concern to all faculty members, and students' academic needs are of primary importance to the School. Students participate in various School committees including the Curriculum Committee, and those ad hoc committees where students' viewpoints are useful and appropriate. Student appointments to committees are made by the Director in consultation with the FAC and the faculty members involved in and affected by a specific committee's work.

A. Advising

Faculty are required to advise and counsel undergraduate and graduate students on academic matters. General advising at the undergraduate level is coordinated by the Director of the Vacca Office of Student Services who serves as the School representative for College and University functions related to undergraduate programs and activities. Individual faculty members are responsible for providing academic counseling to undergraduate students assigned to them and to other undergraduate students who seek such advice, as needed. Student advising at the graduate level is conducted by the student's "major professor" and the student’s dissertation committee members.

B. Student Academic Misconduct

The University’s Administrative policy regarding student cheating and plagiarism is included in the University Policy Register. (See, University Policy Register 3342-3-01.8)

C. Student Grievances and Academic Complaints

The University’s policies and procedures which govern student grievances and student academic complaints are included in the University Policy Register. (See, University Policy Register 3342-4-02.102, 3342-02-3 and 3342-8-01.4)

D. Transfer Credit Procedure

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

Graduate transfer credit is evaluated according to the process described in the current Graduate School Catalog. Both master’s and doctoral transfer credit may be accepted if the criteria are met and the student's adviser, the Graduate Studies Committee, and the Dean approve the transfer credit.
E. **Privacy of Student Records**

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

F. **Student Evaluations**

All courses are evaluated each semester, including summer sessions, using the approved Student Survey of Instruction (SSI). If the evaluations are done with paper and pencil, faculty members must find a student volunteer to administer the surveys. SSIs are returned by the student volunteer in a sealed envelope to the School office. If the evaluations are done online, faculty members are informed of the time period for the evaluations. The students will then be provided with access to the online evaluations and instructions for completing the evaluations by a member of the College administration staff. The School Administrative Assistant arranges for the appropriate scoring of SSIs according to the approved group norms for the School. SSIs are not available to individual faculty members until after grades are submitted to the Registrar. SSIs and the results are maintained the School office and are available for faculty review. SSIs for Regional Campus faculty are administered and maintained by the campus at which the course is taught.

G. **Non-Discrimination**

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

It is the policy of the university that there shall be no unlawful discrimination based on race, color, religion, gender, sexual orientation, national origin, disability, age, or identity as a disabled veteran or veteran of the Vietnam era.

H. **Course Syllabi**

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

All instructors should meet with their classes on a regular basis. However, anticipated and unanticipated circumstances sometimes occur that necessitate the cancellation of a class. Such cancellation should be viewed as an undesirable alternative to other courses of action that would allow the class to meet (e.g., another instructor covering the class). If a class meeting cannot be arranged and it is necessary for it to be cancelled, the following actions should be taken:

1. **Anticipated Absences**

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

2. **Unanticipated Absence**

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

A. Curricula

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

B. Final Exams

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

C. Grades

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

Materials used in computing grades (e.g., exams, papers, reports, etc.) should be retained by the faculty member for two (2) years after final grades are submitted. Students have a right to inspect the written work performed during a course and discuss the grade with the faculty member.

D. Audits

Students may audit any course subject to space availability and approval of the Director. Faculty members have the discretion to determine conditions and requirements for the audit.
SECTION XI
HANDBOOK MODIFICATION, AMENDMENT AND REVISION

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

SCHOOL ORGANIZATIONAL CHART

Director
Teaching, Learning and Curriculum Studies (TLC)
404 White Hall

Graduate and Undergraduate Programs
- Adolescent and Young Adult Education
- Secondary Education
- Curriculum and Instruction
- Early Childhood Education
- Career Technical and Teacher Education
- Physical Education Professional
- Middle Childhood Education
- Reading Specialization
- Math Specialization
APPENDIX B

DESCRIPTION OF SCHOOL PROGRAM AREAS

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

<table>
<thead>
<tr>
<th>Degree</th>
<th>ADED/SEED</th>
<th>C&amp;I</th>
<th>ECED</th>
<th>CTTE</th>
<th>PEP</th>
<th>MCED</th>
<th>Reading Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Master’s</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Ed. Specialist</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Doctorate</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

A. Adolesence and Young Adult Education/Secondary Education (ADED/SEED)

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

PreK-12 Baccalaureate degree holders in areas other than Education may pursue initial teacher licensure grades 7-12 through the SEED program, a graduate program leading to the Master of Arts in Teaching (M.A.T.) degree. In addition to the licensure areas of secondary school teaching listed for the ADED program above, M.A.T. students may seek initial licensure in several PreK-12 specialization areas, including Dance; Family and Consumer Studies; Foreign Language (French, German, Spanish, and Russian); Health; Integrated Business (Comprehensive Business and Marketing Education); Music; Technology; and Visual Arts. For the continuing teacher, master’s degrees (M.Ed. and M.A.) are also offered through the Curriculum and Instruction (C&I) program. The ADED teacher education curriculum is accredited by the National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council for Social Studies (NCSS), and National Science Teachers Association, and the National Council for Accreditation of Teacher Education (NCATE).

B. Curriculum and Instruction (C&I)

Within the Curriculum and Instruction program area, there are several degree programs that
are intended for those pursuing intensive advanced study in personally relevant curriculum and teaching areas. There are master’s degree programs in Early Childhood Education (see below), Middle Childhood Education (see below), and Secondary Education (see above), as well as in Mathematics Specialist and Reading Specialization. There is also a C & I Master’s degree that contains specializations in: Curriculum and Teaching Studies, English/Language Arts Education, Middle Childhood Education, Mathematics Education, Science Education, Social Studies Education and Physical Education. In addition, the Curriculum and Instruction program offers advanced graduate degree programs (Ed.S. and Ph.D.) for those who wish to become university educators or to hold leadership positions in areas of curriculum, supervision, and teacher education.

C. Early Childhood Education (ECED)

The Early Childhood Education program offers Baccalaureate and Master of Arts in Teaching (M.A.T.) degrees leading to initial licensure for early childhood, ages three to grade three. The National Association accredits the ECE teacher education curriculum for the Education of Young Children (NAEYC) and NCATE. At the graduate level, a program leading to Ohio Preschool Endorsement is available for students who hold an active teaching certificate in special, elementary, early childhood (K-3), or vocational education. In conjunction with Special Education, the program also offers the Early Education of the Handicapped Endorsement at the graduate level. The Generalist (grades 4-5) endorsement can be added to the ECE license. These endorsements may be incorporated within a master’s degree program or obtained separately.

Master’s (M.Ed. and M.A.) programs are available for those who desire to pursue advanced study in early childhood education and/or develop a specialty. With the guidance of an advisor, the student develops an area of emphasis (e.g. primary curriculum, preschool education and administration, child development, early childhood policy). All master’s degree students are required to complete an exit project, thesis, comprehensive exam, or internship. In addition, a concentration in early childhood education is available as part of the doctoral program in Curriculum and Instruction.

D. Career Technical Teacher Education (CTTE)

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

**E. Physical Education Professional Program (PEP)**

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

**F. Middle Childhood Education (MCED)**

This program area offers an undergraduate baccalaureate degree, leading to initial licensure for teaching students in grades four through nine in two concentrations and reading. Concentration areas are: mathematics, reading/language arts, science, and social studies. Baccalaureate degree holders in areas other than education may pursue an initial licensure in middle childhood through a combination of undergraduate and graduate courses that can lead to a master’s degree in Curriculum and Instruction. Many undergraduate MCED classes are offered at the graduate level also so that qualified students can to combine licensure work with the master’s degree option. Certified teachers in areas other than middle childhood can pursue additional licensure in middle childhood education through selected required coursework with or without the master’s degree option. Those interested in a master’s degree in Curriculum and Instruction should take the following three core courses: Early Adolescence, Curriculum and Instruction in the Middle Grades, and Teaching and Learning in the Middle Grades. By itself, this master’s degree does not lead to licensure. Those pursuing a doctoral degree in Curriculum and Instruction who are interested in middle grades theory, research, and practice are also encouraged to take the core middle grades courses. The National Middle School Association and NCATE accredit the MCED teacher education curriculum.

**G. Reading Specialization**

The reading and language arts/literacy education program prepares educators to teach students at all age levels, preK-12, in general education and content area instructional situations. The Master’s degree in Reading Specialization is offered, as is a literacy concentration at the PhD level. The program focuses on both students who progress typically
and those who struggle with learning to read. The program meets all International Reading
Association Standards for Classroom Professionals and Specialized Reading Professionals
and is accredited by the NCATE.

G. Math Specialization
The Mathematics Specialist Program is especially tailored to help develop mathematical leadership in Early
Childhood, Elementary, Middle Childhood (Mathematics concentration), Adolescent to Young Adult
(Mathematics major), and Intervention Specialist teachers. Graduate courses and practicum provide
necessary knowledge of mathematics, learning theory, child development, research principles, and
intervention techniques to graduate (masters degree) students who strive to provide leadership in
mathematics education.

H. Physical Education Basic Program (PEB)

The Physical Education Basic Program (PEB) is not a degree program, but it offers a variety
of courses related to living an active healthy lifestyle. These courses are designed to provide
university students knowledge, skills, and dispositions related to lifelong physical activities
that are fundamental part of the culture and which contribute positively to overall health,
satisfying social interaction, and promote emotional well being.
Appendix C

A. General Advice for Probationary Faculty

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

- Meet with your mentor regularly to discuss how you are planning to make an original contribution to an identifiable disciplinary community.
- Focus on a sustained and clearly articulated line(s) in inquiry
- Structure your time consistently to account for the many demands of the professorship—writing time, research time, teaching/grading time, committee work, and life demands need to be realistic and habitual to sustain all facets of your academic work Early habits can set the stage for continued success.
- Try to have scholarly projects in all phases of the research cycle. Identify manuscripts “under review” and “in progress/development” in contextual statement. This will assist in maintaining a steady publication schedule.
- Joint publications and/or presentations should include some indication of the candidate’s relative contribution. Approximate percentages might be one way to do this.
- Try to be a PI or Co-PI on a grant if grants are available in your field.
- Articles in scholarly peer reviewed journals are considered more important than any other kind of publication for the purposes of promotion and tenure because of the robust peer review involved. Use feedback from reviewers to improve your submissions.
- Articles in Peer reviewed articles in journals that publish high quality empirically based research should be a priority for building a case for tenure and promotion.
- Be a leader (lead author) on a significant portion of your publications and presentations.
- Think about forming a writing group to support on-going writing efforts, a set of writing colleagues to trade work, sustain research goals, and maintain accountability for your scholarship.
- When the time comes, choose outside reviewers strategically (at arm’s length, prestigious institutions, highest rank possible of reviewer)
- If you have a challenging class, find a teaching mentor, someone who can observe your teaching on a consistent basis and be a “thinking partner” about refinements Discuss these strategies with your mentor.

1. Curriculum Vita
   - Ensure that your CV is in APA format and that ALL information is included, especially page numbers of publications that are already in print.
• Have colleagues and/or mentor read and critique your CV. Some positions may not be clear. Some dates might not make sense. Be sure to be accurate about the nature and extent of what you have done. If you don’t know what to call something or where it goes in your file, ask your School director.
• If an article or book is “in press” and you can project when it will be published, please include the projected date; if possible, ask the editor to provide a letter/email with the projected date of publication.
• Manuscripts in progress or under review do not yet belong on your curriculum vitae.
• Sort publications into categories, such as articles, books, chapters in books, book reviews, non-refereed journals, conference proceedings, instructional materials, as outlined in the university guidelines for reappointment, tenure and promotion.
• Designate whether a publication is refereed or not. If possible, supply the acceptance rate of the journal or other indicators of quality (e.g. international or national readership, impact factor, etc.).
• Divide articles not only by whether it is refereed or not, but also whether it is a national/international or state publication.
• Do not include items “under review” on your CV; only items “in press” should be included, but definitely mention those projects and other scholarly works in progress in your contextual statement.
• Be sure to cite the date (at least the month), along with the city/state or country for each presentation; again, note whether the presentation acceptance was refereed.
• For on-going positions, such as being a manuscript reviewer, state the beginning date and then write the word “on-going”; providing an ending date, even if it is the current year, suggests to the reader that you are no longer fulfilling that responsibility. For example: Reviewer, Journal of Literacy Education, 2005 – on-going
• Be sure to list all Ph.D. advisees and distinguish whether they are in the advisory phase or dissertation phase; further, be sure to include your role, especially if you are serving as either a co-chair or chair of a dissertation. For completed Ph.D. students, list the title (and year) of their dissertation.

2. Contextual Statement

• State your line(s) of inquiry in the opening section of your contextual statement and reference it/them within your discussions of research and teaching, and service, if applicable.
• Be concise; contextualize your work. You don’t have to discuss everything.
• List things in the order as presented in “Information and Documentation Guidelines”, provided by the office of the Provost.
• Include the acceptance rate of a journal, if available, as well as any kind of journal ranking data when available. Anything you can do to convince those outside of your discipline that you are publishing in high quality journals will help your case.
• Write out all acronyms the first time; do not make any assumptions about the readers’ backgrounds.
• Double check that any information included in your contextual statement is also
included on your CV, and that the language matches exactly, especially titles of articles and presentations.

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

### Overview of Work by Inquiry Strands

<table>
<thead>
<tr>
<th></th>
<th>Connecting teachers with texts/ Students with books (Literature)</th>
<th>Reading comprehension strategies</th>
<th>Writing</th>
<th>Social studies / Social justice/ integration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOKS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Reading Strategies (2006)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Linking Literature with Life (2002)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>CHAPTERS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring Connections ... (In press)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Joyce Hansen (2005)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REFEREED ARTICLES:</strong></td>
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<tr>
<td>Nurturing Thoughtful Revision (2006)</td>
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<tr>
<td>Literature ... Girls to Soar (2006)</td>
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<td>Friendship’s Effect on Writing (2005)</td>
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<tr>
<td>Standing Tall in Middle School (2005)</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>INSTRUCTIONAL MATERIALS:</strong></td>
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<tr>
<td>Rodman Philbrick (2002)</td>
<td>x</td>
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<tr>
<td><strong>BOOK REVIEWS:</strong></td>
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<tr>
<td>Toledo Blade (quarterly, since 1997)</td>
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<td><strong>CONSULTANT:</strong></td>
<td></td>
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<tr>
<td>Social Studies or reading, since 2000</td>
<td></td>
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<td><strong>GRANTS:</strong></td>
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<tr>
<td>2005-2006 to present in Jamaica</td>
<td>x</td>
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</tbody>
</table>
Create a chart with every course taught, grouped by semester; do not combine sections of the same class. Use Summary Question 19, “Overall, how would you rate your learning experience in this course?” Please include both numbers of students and the percentage of each category, as well as both the individual mean and college mean* (not included here because this is a fabricated example and so there is no way to know that this might be). For example:

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither A/D</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Omitted</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>Fall 2008 MCED 40005</td>
<td>8 / 40%</td>
<td>6 / 30%</td>
<td>4 / 20%</td>
<td>2 / 10%</td>
<td></td>
<td></td>
<td>4.0 /</td>
</tr>
<tr>
<td>Teaching Reading with Phonics</td>
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<tr>
<td>N = 20</td>
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<tr>
<td>Spring 2009 MCED 50007</td>
<td>12 / 60%</td>
<td>6 / 30%</td>
<td>2 / 10%</td>
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<tr>
<td>Teaching Reading with Literature</td>
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<tr>
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<tr>
<td>TOTAL N=40</td>
<td>20 / 50%</td>
<td>12 / 30%</td>
<td>6 / 15%</td>
<td>2 / 5%</td>
<td></td>
<td></td>
<td>4.25 /</td>
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