

Kent State University
College of Education, Health and Human Services

SCHOOL OF FOUNDATIONS, LEADERSHIP AND ADMINISTRATION
HANDBOOK

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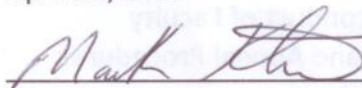
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SECTION I
MATTERS OF SCHOOL GOVERNANCE AND RELATED PROCEDURES

Preamble

This School Handbook (hereinafter "Handbook") contains the operational policies and procedures for the School of Foundations, Leadership and Administration (hereinafter "School") within the College of Education, Health, and Human Services (hereinafter "College"). The policies and procedures contained in this Handbook shall not conflict with any University, Administrative and Operational Policy of Kent State University, any applicable *Collective Bargaining Agreement*, or any federal, state and local law.

Goals and Mission of the School

The primary goals of the School are to:

1. Create an academic environment that promotes the intellectual and professional development of students and Faculty;
2. Develop and maintain a commitment to scholarly activity in research, graduate education, and undergraduate education, which is commensurate with the goals and mission of our College and Kent State University;
3. Provide programs for all students that meet the educational and technological demands of the disciplines represented in the School;
4. Offer courses in cognate academic disciplines and professional fields which provide the necessary base for the professional and scholarly goals of students and Faculty; and,
5. Provide the public with service commensurate with a University.

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 (See, Appendix A of this Handbook) 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:

- a. Ensuring School compliance with University, Administrative and Operational Policies, rules, regulations and any applicable *Collective Bargaining Agreement*.
- b. Developing and carrying out administrative and educational policies in the School, with appropriate consultation.
- c. Developing the School's budget, with appropriate consultation.
- d. Recommending new staff and Faculty appointments to the Dean, with appropriate consultation.
- e. Recommending the reappointment, non-reappointment, tenure, promotion, sanction and/or dismissal of Faculty members in the School.
- f. Appointing and directing the nonacademic staff of the School.
- g. Recommending leaves of absence for Faculty members in the School, including but not limited Professional Improvement Leaves and other academic leaves and/or non-academic leaves, including but not limited to leaves of absence without pay, sick leave, temporary disability leaves, court leaves and/or military leaves of absence.
- h. Notifying the Dean of the absence or resignation of a Faculty member.
1. Recommending course changes through the appropriate Dean(s).
- J. Assigning workload to Faculty members, with appropriate consultation.
- k. Scheduling classes and rooms through the appropriate University offices.

1. Overseeing the preparation of reports to University officials, as required and appropriate.
- m. Maintaining custody of University property allocated to the School.
- n. Supervising the academic counseling of student majors in the School.
- o. Notifying 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.
- p. Promoting good communications and morale within the School.
- q. Representing the School and communicating the views of its Faculty in College and University affairs.
- r. Keeping the School informed of the views and policies of the College and University administrations.
- s. Maintaining appropriate balance and emphasis among the various disciplines of the School.
- t. Performing other tasks and duties as assigned, all of which cannot be cataloged and may include but not be limited to following the progress of graduates, maintaining relationships with the Regional Campuses, providing orientation to new Faculty, developing brochures of course syllabi, etc.

The Director is an *ex officio*, non-voting member of all School committees, and may make appointments as necessary and permitted 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*.

2. Program Area Coordinators

The role of program coordinators within the administrative framework of the college is articulated in the College Handbook. Coordinators may be tenured, tenure-track, or non-tenure track Faculty members, there will be one from each of the program areas within the School. Nominations for these positions are conducted in the spring semester each year. Program area Faculty members recommend acceptable candidates

from within the program area for the position of Coordinator, from which the Director selects and appoints one for a term of two years. At any time that significant dissatisfaction is expressed on the part of either the Faculty or the Director, a decision may be made to seek a new Coordinator for that program area. Coordinators assume office at the beginning of the fall semester. In the School of Foundations, Leadership and Administration program coordinators are responsible for:

- a. Overseeing and coordinating admissions into the School's graduate programs.
- b. Coordinate the schedule of classes in consultation with the School Director, who has final approval.
- c. Recommending to the Director, the awarding of graduate assistantships and teaching fellowships.
- d. Serving as a liaison to the College of Education, Health and Human Services, the Graduate College Council and the Division of Research and Graduate Studies.
- e. Conducting performance evaluations of graduate student teaching.
- f. Implementing the current policies of the School's graduate programs and the current policies of the College of Education, Health and Human Services.
- g. Maintaining and processing graduate student records and informing students of their standing and progress toward degrees.
- h. Conducting reviews and making recommendations on graduate Faculty status.
1. Initiating and coordinating changes and improvements in curricula, requirements, and programs.
- J. Directing meetings of the Program Faculty.
- k. Serving as advisor for the School's Graduate Student Council.
 1. Advising and counseling students.
- m. Approving course substitutions, individual investigations and transfer or transient credit.
- n. Performing other duties and tasks as assigned or delegated by the Director.

3. Additional Administrative Appointments

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

1. The Faculty Advisory Committee (FAC)

The FAC is structured and operates as described in the applicable *Collective Bargaining Agreement*. The FAC is elected directly by the full-time Faculty of the School.

FAC terms are for two (2) years. Elections are conducted in the spring semester and the FAC members assume office at the beginning of the fall Semester. The FAC shall consist of one (1) tenured or tenure-track Faculty member (hereinafter "Faculty") from each program area within the school, one (1) full-time non-tenure track Faculty member (hereinafter "NTT Faculty"), and one (1) regional campus tenured or tenure track Faculty member.

NTT Faculty members are invited to serve on the FAC. The School will elect one representative of the NTT Faculty to the FAC in the spring semester and the FAC member will assume office at the beginning of the fall

semester. NTT FAC members shall not participate in personnel decisions regarding Faculty members, including but not limited to appointment, reappointment, tenure, promotion, merit, or sanctions.

Regional Campus Faculty members are invited to serve on the FAC. The School will elect one representative of the full-time Regional Campus Faculty to the FAC in the spring semester and the FAC member will assume office at the beginning of the fall semester. NTT Regional Campus FAC members shall not participate in personnel decisions regarding Faculty members, including but not limited to appointment, reappointment, tenure, promotion, merit, or sanctions.

The FAC is convened and chaired at least once per term by the Director who, in consultation with the FAC, sets the agenda for its meetings. FAC members may request that items be added to the agenda. Additional meetings of the FAC may be called by the Director, as needed, or upon a request by at least one-half of the members of the FAC. The FAC elects three (3) members to serve for two years as the School representatives to the College Advisory Council (hereinafter "CAC"). It is preferred that FAC members serve on the CAC in staggered terms.

2. The Curriculum Committee

The Curriculum Committee assists the Director in supervising and coordinating the School's academic programs. The Curriculum Committee makes recommendations on any and all matters that affect the academic programs of the School including but not limited to Faculty proposals for new courses, changes in course content, major requirements, and other curricular matters. The Curriculum Committee reviews and decides student appeals regarding course substitution. The Curriculum Committee shall elect three (3) members to serve on the College Curriculum Committee. Curriculum Committee terms are for one (1) year. Elections are conducted in the spring semester and the members assume office at the beginning of the fall semester. The Curriculum Committee includes the following Faculty members:

- a. One (1) Faculty member from each program area, elected by and from the School Faculty. Committee members may be tenured, tenure-track, or non-tenure track Faculty members. One of these members will be elected by the other members to serve as the Chair of the Curriculum Committee.
- b. One (1) undergraduate student representative appointed by the Curriculum Committee.

- c. One (1) graduate student representative appointed by the Curriculum Committee.

3. Student Academic Complaint Committee

The Student Academic Complaint Committee is composed of three Faculty members appointed by the FAC. One 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 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 chair 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. Procedural and operational guidelines for this committee are provided annually by the Office of the Provost. This committee reviews materials relevant to the professional performance of Faculty who are candidates for reappointment, tenure, or promotion in rank, and to make recommendations to the Director on each of these personnel decisions. The recommendations of this committee and the Director, together with the materials assembled for the committees, are forwarded to the Dean of the College.

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 chair, 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.

Appointment of Faculty

A. Faculty Appointments

Normally, an earned doctoral degree in a related discipline is required for all Faculty appointments 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

Hire to 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 III 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 III of this Handbook).

4. Emeriti Faculty

Emeritus/emerita status may be conferred, following appropriate review and recommendation, upon Faculty members and staff at the time of their official retirement from full-time employment. Emeritus status may be conferred by the board of trustees following appropriate review and recommendation by the appointing authority.

Emeritus/emerita status is granted in recognition of meritorious service at Kent state university and implies demonstration of exemplary professional competence and university citizenship, generally after service of at least ten years.

Emeriti shall be regarded as honored members of the university Faculty or the unit from which they retired and shall be entitled to privileges and benefits as may be established by the university.

The procedures for recommending emeritus status are as follows: The recommendation of emeritus/emerita status is normally initiated at the department level upon notification that a Faculty or staff member intends to retire. This recommendation is submitted to the next highest administrative level in writing, and shall include a summary of reasons in support of the recommendation. Depending on the status of the individual under consideration the following procedure will be followed:

- a. Faculty and academic administrators with Faculty rank
 - i. The dean or division head then submits a recommendation to the provost.
 - ii. The provost will then make a final recommendation regarding the granting of emeritus status, subject to approval by the president, and final confirmation by the board of trustees.
- b. Unclassified (administrative-professional) and classified staff
 - i. The appropriate vice president then submits a recommendation to the vice president for human resources.
 - ii. The vice president for human resources will make a final recommendation regarding the granting of emeritus status, subject to approval by the president and final confirmation by the board of trustees. (See, University Policy Register)

C. Other Faculty Appointments

1. Research Associate and Research Assistant

These ranks 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.

2. 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.

3. 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.

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

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

5. Part-Time Faculty Appointments

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

6. Graduate Faculty Status

As a doctoral degree granting School, the School normally requires that all Faculty hired for Faculty positions 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.

D. Employment Procedures and Regulations

1. 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. After receiving input from the interview process, the search committee will provide a critique of positive and challenging aspects of those individuals found acceptable. It then makes its recommendation(s) to the School Director who formulates his/her own recommendation and forwards both search committee and Director recommendations to the Dean for final action.

2. 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. Some Faculty members make their primary contribution in teaching while others emphasize research. 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, 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 V of this Handbook). Probationary Faculty 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, which may include 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.

3. 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.

4. 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). 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)

5. Academic Misconduct of Faculty

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.

E. Faculty Grievance and Appeal Procedures

1. 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.

2. 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 II: TEACHING ASSIGNMENTS AND WORKLOAD, INCLUDING WORKLOAD EQUIVALANCES AND RELATED PROCEDURE

A. Faculty Workload and Workload Equivalents

All Faculty of the School are expected to carry a maximum workload of twenty-four (24) credit hours per academic year. NTT Faculty members are expected to carry a maximum workload of thirty (30) credit hours per academic year (See, University Policy Register). The workload for each individual Faculty member is assigned by the Director with the approval of the Dean. The FAC shall advise the Director on issues related to teaching assignments, class schedules and the appropriate application of workload equivalents. In addition, the Director may, in consultation with the FAC and with the concurrence of the Dean, assign workload equivalencies for specific duties that are considered essential to the academic mission of the School. The Director shall provide each Faculty member with a statement of her/his workload.

1. A normal teaching load for Faculty shall consist of four three-semester hour courses (or equivalents) per semester, or eight courses per year. As an absolute *minimum*, all Faculty are expected to teach at least one course per year. Generally, NTT Faculty members shall be assigned teaching responsibilities of 15 hours per semester. Exceptional cases shall be determined at the discretion of the School Director and the Dean.
2. A maximum of up to 3 load credits (i.e., 25% of total load) for the supervision of clinical field experiences, practica, and internships shall be allowed in each academic semester. Workload for all Faculty will be one load hour for each seven (7) undergraduate practicum or internship students supervised and each five (5) graduate students supervised.
3. Summer and Intersession compensation will follow University Policy and the *Collective Bargaining Agreement*.
4. Program area coordination administrative assignment shall generally contribute .25 (3-semester hours per academic session) to total load credit based upon program responsibilities.
5. Regular Faculty members normally shall receive an additional .25 in total load credit (3-semester hours) during the initial two semesters of employment to work on research, if approved by the School Director.
6. Load credit for extramural professional service deemed directly supportive of the goals of the University shall be allowed only in

exceptional cases and shall be determined at the discretion of the School Director and the Dean.

7. Faculty members will normally be assigned three load hours each semester for scholarly activities associated with being an active researcher. Performance expectations for receiving this load assignment include current and sustained records of scholarly activity (e.g., during the past five years, presenting at professional conferences/meetings, publishing articles in refereed journals, chapters in scholarly books, and/or monographs or completing books).
8. Faculty with extramural grants or contracts for research, teaching, or outreach projects will be assigned workload equivalencies as specified in their grant if their time is paid for by the extramural agency.
9. Faculty who teach lecture courses with laboratories may be assigned workload equivalency as follows: lecture hours plus one-half load for laboratory contact hours.

Not all Faculty members contribute to the School in the same manner. A Faculty member whose primary responsibilities are undergraduate teaching may teach in a greater diversity of courses than a Faculty member who teaches primarily graduate courses. Most of the School Faculty members will be either a full or an associate member of the graduate Faculty. All Faculty members are expected to be involved in research activity and involved in a level of student advising, committee work, and research appropriate for each program area within the School.

In the interest of maintaining a high standard of teaching and the desirability of Faculty involvement in research and service activities, overload assignments are strongly discouraged. Overload assignments (i.e., workload assignments which total more than twenty-four (24) credit hours per academic year for Faculty and which total more than thirty (30) credit hours for NTT Faculty) will be made only in unusual circumstances. Such assignments require the agreement of the Faculty member, and the approval of the Director and the Dean.

B. Teaching Assignments and Class Schedules

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

the Faculty member may request review by the FAC which will make a recommendation to the Director.

Scheduling of classes is the responsibility of the 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.

C. Summer Teaching Assignments

The Director welcomes requests for summer teaching assignments from all full-time Faculty members. Summer teaching cannot be guaranteed to any Faculty member and most summer teaching assignments are for a partial load. The size, content, and staffing of summer courses are dictated by budgetary constraints and curricular needs. Within these requirements, Faculty members are offered summer teaching assignments on an annual rotation system. Faculty members may elect not to accept a summer assignment.

D. Other Faculty Duties

Faculty members are expected to schedule and attend at least five (5) office hours per week (See, University Policy Register). 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. Part-time and adjunct Faculty are expected to be available to students at arranged times as needed.

The university maintains a system enabling students and Faculty to communicate via E-mail using @kent.edu e-addresses and a server-system hosted by the university. It is expected that Faculty will use this system to maintain communication with students, advisees and other constituencies.

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 that are appropriate to their role as a Faculty member in the School.

E. 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*)

F. Faculty Annual Workload Summary

All 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/Staff Portal.
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 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 3 hour assignment for research, a brief summary of research activities should be provided).

G. 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.

H. Faculty Absence and Travel Policy

Faculty members who will be absent from campus for professional or personal reasons must submit a *Faculty Absence Authorization 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.

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. When provision cannot be made for the class to be covered by another instructor, direct communication about the anticipated 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. In every instance when a class must be cancelled, a *Faculty Absence Authorization Form* must be submitted to, and approved by, the School Director.

2. Unanticipated Absence

In rare instances an unanticipated absence may occur, 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., Special 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.

3. Professional Meetings

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.

I. Faculty Sick Leave

The Director is responsible for keeping complete records of Faculty sick leave; however, Faculty members are also required to submit the appropriate sick leave forms to the Director. Sick leave forms should be completed and submitted to the Director within forty-eight (48) hours after an absence.

J. Copyright Restrictions

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

K. Office Assignment

When an office assigned to the school becomes available, Faculty will be notified by memorandum at least two weeks prior to the assignment of the office. While the Director may exercise discretionary authority in the assignment of workspace and offices, when possible preference should try to give preference to those at a higher rank (i.e., Professor, Associate Professor, and Assistant Professor) and when rank is equal, preference may be given based on seniority.

Curricular Policies and Procedures

A. Curricula

Curricular changes for programs may be proposed by any Faculty member within a program area. Proposals must first be reviewed and voted on at the program level. Proposals supported at the program level are submitted to the School Curriculum Committee for review and if recommended by a majority, the proposal is forwarded to the Director whose recommendation is sent to the College for consideration.

B. Final Exams

Final examinations in all courses must be offered at the time and date specified in the 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 five (5) 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 III: REAPPOINTMENT, TENURE AND PROMOTION CRITERIA AND THE CRITERIA AND PROCESSES RELATING TO OTHER FACULTY PERSONNEL ACTIONS

The policies and procedures for reappointment are included in the University policy and procedures regarding Faculty reappointment (*See, University Policy Register*). Each academic year, reappointment guidelines for Kent and Regional Campus Faculty are distributed by the Office of the Provost. Candidates for reappointment, tenure, and promotion must provide evidence of significant accomplishments in both performance and professional development. Additionally, we expect faculty to be engaged, responsive to one another, students, and the university community.

A. Reappointment

All probationary tenure-track faculty members are subject to reappointment review annually until the academic year in which they are considered for tenure. Probationary Faculty members are reviewed by the School's Ad Hoc RTP Committee. Probationary Faculty are expected to work with the School Director to identify at least one Faculty member each year to visit their classes and evaluate their teaching performance. A written report of the evaluation is placed in the Faculty member's reappointment file. Probationary Faculty will also create an updated file each year that is presented to the Director and the Ad Hoc RTP Committee. Each probationary Faculty member 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. For Faculty members following the traditional tenure clock for Assistant Professors, the **review after completion of three**

(3) full years in the probationary period at Kent State University is particularly critical. Upon completion of the third year of the probationary period, Faculty reviewing a candidate for reappointment should consider the record of the candidate's achievements to date. This record should be considered a predictor of future success. The hallmark of a successful candidate is compelling evidence of the potential to have an impact upon the discourse of her/his discipline. This record can be demonstrated through peer reviewed work and other significant scholarly contributions in one or more established lines of inquiry, as well as a clear and focused plan for building on this work. Specific concerns expressed by the Ad Hoc RTP Committee and/or the Director during this stage of the probationary period should be addressed by the candidate in subsequent reappointment reviews. Finally, a sound ethical approach to all aspects of teaching, research, publication, and the academic profession is expected of all who seek reappointment in the School. An overall evaluation of a candidate for reappointment must include consideration of the Faculty member's professional behavior as recognized by the University community. A candidate who fails to demonstrate likely success in the tenure process will be notified according to the official University policy timeline that she/he will not be reappointed.

Reappointment reviews have as their primary purpose the preparation of probationary faculty members for successful tenure review. The principle to reaffirm at reappointment review is, "Given the years of service to date and the number of years until mandatory tenure review, it is reasonable to expect that the probationary faculty member will eventually undergo a successful tenure review." In the event that concerns about a candidate's performance are raised during the reappointment process, the Ad Hoc RTP Committee and the Director shall provide detailed, prescriptive comments to serve as constructive feedback. If such concerns arise during a review that occurs after completion of three (3) full years in the probationary period, the Director, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the School's tenure and promotion expectations; however, the candidate is solely responsible for her/his success in implementing this plan.

Tolling: 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.

B. Tenure and Promotion

The policies and procedures for tenure are included in the University policy and procedures regarding Faculty tenure (*See, University Policy Register 3342-6-14*) and the policies and procedures for promotion are included in the University policy and procedures regarding Faculty promotion (*See, University Policy Register 3342-6-15*). Each academic year, tenure and promotion guidelines for Kent and Regional Campus Faculty are distributed by the Office of the Provost. Tenure and promotion are separate decisions. The granting of **tenure** is a decision that plays a crucial role in determining the quality of university Faculty and the national and international status of the University. The awarding of tenure must be based on convincing documented evidence that the Faculty member has achieved a significant body of scholarship that has had an impact on her/his discipline, excellence as a teacher, and has provided effective service. The candidate is also expected to continue and sustain, over the long term, a program of high quality teaching, scholarship, and service relevant to the mission of the candidate's academic unit(s) and to the mission of the University. Tenure considerations can include evaluation of accomplishments prior to arrival at Kent State University to examine consistency in research and publication productivity, grant proposals submitted but not funded, proposals submitted, papers in press, students advised, along with any other materials that may reflect on the candidate's potential for a long-term successful career. The tenure decision is based on all of the evidence available to determine the candidate's potential to pursue a productive career, while **promotion** is recognition based on a candidate's accomplishments completed during the review period. Promotion is viewed as recognition of a faculty member having contributed sustained and distinguished service to the University, the academic unit and the campus to which the faculty member belongs. Promotion decisions are based on papers published and in-press, grants received and students served through committee work and/or graduated during the review period, as well as teaching evaluations and service to the University and the profession.

The Contextual Statement: All candidates for reappointment, tenure, and promotion must provide a written narrative that contextualizes their accomplishments in the areas of research/scholarship, teaching, and service/citizenship. This contextual statement is the vehicle for narrating several key elements important to one's candidacy, including but not limited to the following:

- A description of one's scholarship within the context of one's respective discipline(s)/field(s)
- The evolution of one's line(s) of inquiry
- A rationale for decisions regarding the dissemination of one's research/scholarship
- The quality, significance, and impact of one's work upon one's respective discipline(s)/field(s)
- A clear description of one's role on collaborative projects
- Evidence of quality teaching
- Reflections upon one's teaching practices
- Evidence of quality service to the Program, School, College, and/or University
- Evidence of one's contributions one's profession, academic discipline and/or community
- Responses to any concerns or recommendations received in previous reappointment and/or promotion reviews.

Ethical and Professional Standards: A sound ethical approach to all aspects of teaching, research, publication, and the academic profession are expected of all who seek tenure and promotion in the School. The overall evaluation of a candidate for tenure and promotion shall include consideration of the Faculty member's professional behavior as recognized by the University community.

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. In the School of Foundations, Leadership, and Administration "scholarship" is broadly defined to include research, scholarly and creative work. For the purposes of this School, "service" is broadly defined to include administrative service to the university, professional service to the Faculty member's discipline(s) or field(s) of study, and the provision of professional expertise to public and private entities beyond the university.

The tables and text below are designed to facilitate assessment of performance of those candidates who are being evaluated for tenure and promotion. During the probationary period, these tools should be used for developmental assistance and projection of future success in achieving tenure and promotion. Tables 1 (A and B), 2, and 3 provide guidelines for the assessment of a Faculty member's performance and a rating scale for use in the evaluation of candidates.

Tenure: Tenure considerations can include evaluation of accomplishments prior to arrival at Kent State University to examine consistency in research and publication productivity, as well as grant proposals submitted but not funded, proposals pending, papers "in press," students advised, along with any other materials that may reflect on the candidate's potential for a long-term successful career. Essentially, those faculty members involved in making a tenure decision are asking the question: "Is this candidate likely to continue to sustain, in the long term, a program of high quality scholarship, teaching, and service relevant to the mission of the academic unit and the mission of the university?" The Faculty member must meet the criteria for a "Level III" rating in scholarship and a "Level II" rating in teaching. University citizenship must at least meet the minimum School criteria as outlined in Table 3.

Promotion to Associate Professor: Promotion is based on a candidate's accomplishments completed during the review period and is viewed as recognition of a faculty member having contributed sustained and distinguished service to the University, the academic unit and the campus to which the faculty member belongs. Promotion to Associate Professor is recognition for establishing a scholarly record likely to achieve a national and/or international **reputation** (see below) for excellence. Candidates must **demonstrate leadership** of an emerging nationally and/or internationally recognized research that is beginning to have an impact on her/his discipline(s)/field(s). The candidate's leadership in research/scholarship must be apparent. An important way to demonstrate leadership is through lead and/or sole authorship on publications. The candidate must document a sustained record of refereed and peer-reviewed publications, grant writing that is appropriate for the discipline, and presentations at national and/or international scholarly conferences. The candidate must meet the criteria for a "Level III" rating in scholarship and a "Level II" rating in teaching. The candidate's contributions to University citizenship must at least meet the minimum School criteria as outlined in Table 3.

Promotion to Professor: Consideration for promotion to Professor differs from consideration for promotion to Associate Professor. Promotion to Professor recognizes the highest level of university achievement and national/international prominence, which must include record of scholarly work of sufficient quality and quantity necessary to demonstrate increased prominence in and impact in the Faculty member's respective field.

The criteria that distinguish promotion to Professor from Promotion to Associate Professor are **demonstrated leadership** as a scholar in the candidate's profession and area(s) of expertise and the establishment of a national or an international **reputation** for excellence in one or more areas of focused research/scholarship. The candidate's leadership of research/scholarship must be apparent. The candidate's scholarly reputation is a reflection of the quality, extent and creativity of her/his scholarly/research output and is, therefore, an issue that is carefully evaluated. Reputation can be assessed in a number of ways, which may include, but are not limited to the following:

- Letters from referees in the candidate's area(s) of expertise
- Scholarly and/or policy citations of the candidate's scholarship/research
- Invited national and/or international colloquia and/or presentations
- Authored/edited books and scholarly book chapters
- Invited edited books and book chapters
- Completed or demonstrated outcomes from long-term projects or longitudinal research
- Invited appointment to journal editorial boards
- Invited consultant for external grant applications
- Publishing with students
- Election to leadership positions in one's scholarly and/or learned society
- Special honors of any type
- Editorship of scholarly journals.

A candidate for promotion to Professor must meet the criteria for a "Level IV" rating in scholarship and a "Level III" rating in teaching. University citizenship must exceed the minimum School criteria. A candidate for promotion to Professor may not have equal activity in scholarship, teaching, and service as he/she becomes more specialized.

1. Scholarship

Scholarship is an essential and critical component of University activity and Faculty members, therefore, are expected to be active researchers/scholars as evidenced by having established and continuing to pursue one or more focused areas of study. The originality, quality, impact and value of the work must be assessed.

External Reviewers: To assist this process, the candidate must submit the names of at least five (5) experts in her/his field and outside of the university who are qualified to judge the candidate's work objectively, as well as a paragraph providing a rationale as to the appropriateness of these persons to serve as external reviewers. The School Director will then choose at least three (3) individuals from this list and solicit evaluations of the candidate's materials. The School Director may also solicit evaluations from external reviewers other than those named by the candidate but must inform the candidate of the persons contacted and provide a written rationale to the candidate for the selection of the additional reviewers. In addition, the College Dean may consult with the Director regarding any letters the College Dean may wish to solicit for consideration at the School level and inform the candidate of such letters received and provide a written rationale to the candidate for the selection of the additional reviewers. The candidate shall be given a copy of the letter sent to the outside evaluators and have the opportunity to comment before the letter is mailed.

In addition, the candidate must provide the Ad Hoc RTP Committee with suitable and informative descriptive evidence of his/her scholarly activity. For successful tenure and promotion, this must include a record of refereed scholarly publications. An important way to demonstrate leadership in scholarly activity is through lead and/or sole authorship. In addition to scholarly publications and grant funded research appropriate to the discipline and the rank for which the candidate is being considered, other scholarly activities including but not limited to serving on national grant review bodies, presenting at refereed professional meetings, chairing society committees, and presenting papers before learned societies should be considered. These later activities complement scholarly publications. Faculty members are expected to hold membership in professional societies, attend and participate in institutes and seminars, organize institutes, seminars, and workshops, insofar as such activities enhance their professional competency (See Table 1A for expectations regarding tenure and promotion).

Standards for the Evaluation of Scholarship and Research:

All Faculty of the School are expected to demonstrate the impact of their scholarly activity. A Faculty member seeking tenure and/or promotion must also provide evidence of the impact of his/her scholarship in one or more of the ways listed in Table 1B. Some forms of evidence listed may be more appropriate than others at different stages of the tenure and/or promotion process. In turn, the members of the School's Ad Hoc RTP Committee and the Director shall evaluate a candidate's record in light of the School's expectations for a successful tenure and/or promotion decision.

Table 1A. Scholarship and Research Expectations for Faculty Standing for Reappointment, Tenure, and Promotion

Recognition	Quality and Impact of Scholarly Work
<p>Level 4 (Promotion to Professor):</p> <p>National or international reputation and impactful research program</p>	<p>The candidate has established a national and/or international reputation for scholarly excellence demonstrated by leadership of a sustained record of scholarly work that has had an impact on her/his discipline(s)/field(s).</p> <p>Examples of scholarly excellence include a sustained record of refereed publications, invited publications in leading or key publishing venues, grant writing activity appropriate for the discipline, invited presentations at national and/or international conferences, leadership positions in and/or awards/recognition from scholarly societies. An important way to demonstrate leadership is through lead and/or sole authorship.</p>
<p>Level 3 (Tenure and Promotion to Associate Professor):</p> <p>Emerging nationally or internationally recognized research program with evidence of impact</p>	<p>The candidate is establishing a scholarly record likely to achieve a national and/or international reputation for excellence and demonstrates leadership of an emerging nationally and/or internationally recognized research program that is beginning to have an impact on her/his discipline(s)/field(s).</p> <p>Examples of scholarly work include a sustained record of refereed publications, grant² writing activity appropriate for the discipline, and presentations at national and/or international conferences. An important way to demonstrate leadership is through lead and/or sole authorship.</p>

<p>Level 2 (Mid-to-Late-Stage Reappointment):</p> <p>Developing research program with some evidence of emerging impact</p>	<p>The candidate is developing an emerging nationally recognized research program, demonstrated by a record of leadership in scholarly work that has some evidence of emerging impact in the candidate's discipline(s)/field(s).</p> <p>Examples of scholarly work include publications¹ grant² writing appropriate for the discipline, and presentations at professional meetings. The candidate's body of scholarly work includes several refereed publications and is developing a sustained record. An important way to demonstrate leadership is through lead and/or sole authorship.</p>
<p>Level 1 (Early-Stage Reappointment)</p> <p>Emerging research program</p>	<p>The candidate is developing a research program, demonstrated by a record of scholarly work that is related to the candidate's field.</p> <p>The candidate's body of scholarly work includes some refereed publications and/or professional presentations.</p>

Note: definitions in footnotes below refer to the meaning of "publications" and "grants" throughout Table 1 A.

¹Includes: published and in-press papers in peer-reviewed journals of recognized quality (See

Table 1B), books, and book chapters. Evaluation of publication record will include an assessment of quality and impact on the field as well as quantity. Papers of exceptional length, impact, and quality are given particular consideration.

²Refers to internal or external extramural funding where the role of the faculty member in securing the funding is clearly demonstrated and which are of sufficient magnitude to fully support research at a level and duration appropriate for the discipline. Grantsmanship should be commensurate with the field of research with the recognition that the dollar amount of awards varies among fields.

Table B: Approaches to Providing Evidence of Impact of Scholarly Work

Approach A	Number of times your work was cited.
Approach B	Acceptance rate of the journals in which you have published.
Approach C	Impact factors of the journals in which you have published.
Approach D	Circulation rates of the journals in which you have published.
Approach E	Indicate the ranking of each of the journals in which you have published as a first tier, middle tier, or lower tier journal. This ranking must be accompanied by a program area produced list of journal rankings that is updated yearly.

2. Teaching

Rooted in the teaching mission of the University, Kent State University has a Faculty that is well prepared and committed to providing high quality lifelong learning. Candidates for tenure and/or promotion must develop and sustain creative and innovative approaches to teaching and facilitating student learning in a variety of contexts. The following items are required components of tenure and promotion files:

- A contextual narrative
- An up-to-date-Curricular Vitae
- The Evaluation Summary Sheets of Student Surveys of Instruction (SSI) for all courses taught during the period under review
- Students' comments from the Student Surveys of Instruction (SSI)
- Analysis and reflection on the student evaluation data
- Peer reviews of teaching
- Statement of teaching philosophy
- Representative course syllabi

In addition to providing supporting narrative in one's contextual statement, candidates must also demonstrate their reflection on teaching practice through various means. These may include, but are not limited to evidence presented in Table 2 (page 33).

Standards for the Evaluation of Teaching

Consideration for promotion to Professor differs from consideration for promotion to Associate Professor.

Candidates standing for promotion to Associate Professor and Tenure must provide evidence of good to excellent student and peer evaluations of teaching and several examples of engagement in activities listed in Table 2, Level 2 that extends beyond the activities expected at Level 1.

Candidates standing for promotion to Professor must provide evidence of excellent peer evaluations of teaching, a pattern of consistently strong student evaluations and several examples of engagement in activities listed in Table 2 below, Level 3 that extends beyond the activities expected at Level 2.

Table 2. Scholarship of Teaching Expectations and Evidence for Faculty Standing for Promotion and Tenure

Recognition	Evidence
<p>Level 3 (Promotion to Professor): Teacher Scholar Leader</p>	<ul style="list-style-type: none"> • In addition to several examples of evidence from the previous two levels candidates should have several examples of documented evidence in these areas: • Excellent peer evaluations • A pattern of consistently strong student evaluations • Developing community partnerships for learning contexts that is appropriate to their discipline(s) or field(s) of study.
<p>Level 2 (Tenure and Promotion to Associate Professor): Teacher Scholar Innovator</p>	<ul style="list-style-type: none"> • In addition to several examples of evidence from the previous level candidates should have several examples of documented evidence in these areas: • Developing curricula • Developing teaching-related publications and presentations • Involving students in research • Advising and mentoring students, including on capstone projects (e.g., dissertations, master's theses, honors theses).
<p>Level 1 (Pre-Tenure/Promotion to Associate): Emerging Teacher Scholar</p>	<ul style="list-style-type: none"> • Co-advising students on capstone projects (e.g., dissertations, master's theses, honors theses) • Engaging in effective teaching practices • Participating in Faculty professional development • Developing sample assignments, assessments, and other teaching artifacts • Good peer evaluations • Good student evaluations

3. Service and Citizenship to the University and Professional Organizations

For the purposes of this policy, "service" is broadly defined to include administrative service to the university, professional service to the Faculty member's discipline, and the provision of professional expertise to public and private entities beyond the university.

A Faculty member's contributions as a University citizen include service to the School, the Campus, the College, and the University. Being an active citizen of the School, Campus, College, and University is expected and valued; however, service of any magnitude cannot be considered more important than a candidate's research and other scholarly activity and instructional responsibilities.

At the School level, important components of citizenship include active committee participation, participation in Faculty and graduate student recruitment, seminars, School meetings and seminars, etc. Committee participation and engagement are expected at the University and College level although the extent of this service will vary depending on the rank of the candidate. These expectations increase during the Faculty member's career and, therefore, candidates for promotion to Professor will be held to a higher standard in relation to these activities.

The merits of University service should be evaluated as to (1) the nature of the initiatives of the committee, (2) whether or not the candidate chaired the committee listed, and (3) the importance of the service to the mission of the unit served.

Faculty members are expected to hold membership in professional societies; attend and participate in institutes, seminars, and academic conferences; and organize institutes, seminars, workshops, and academic conferences insofar as these activities enhance their professional competency. Examples of this kind of service and citizenship include reviewing manuscripts and conference proposals, obtaining leadership roles in professional organizations, serving on national grant review bodies, chairing society committees, and so forth.

In the School of Foundations, Leadership, and Administration, Faculty members are sometimes 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 relation to these activities. Recognitions from learned societies are expected for candidates for promotion to Professor. These could

include, for example, election to office, editorial board membership, editorship, as well as service to federal/state institutions, service on federal proposal panels, site visits, and other research related activities

Candidates should delineate service on their CV and provide any explanatory narrative in their contextual statement. Candidates can provide supporting documents as evidence of service as necessary.

Table 3. Assessment of University Citizenship for Promotion and Tenure.

Citizenship Assessment	Examples of Accomplishments Corresponding to the Assessment Score
Exceeds obligations	Significant role in School/Campus, College and/or University as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public outreach and/or other professional service.
Meets obligations	Meets the minimal School/Campus, College and/or University obligations, minimal involvement in public outreach and other professional service.
Does not meet obligations	Does not actively participate in significant School/Campus events, very little or no involvement in public outreach and professional service.

D. Criteria for Tenure and Promotion of Tenure Track Faculty of Regional Campuses

Regional campus candidates for promotion and tenure will be reviewed both at the unit and regional campus level according to the University Policy and Procedures outlined in the *Collective Bargaining Agreement*.

The School of Foundations, Leadership and Administration recognizes that there may be differences in both mission and teaching load at the Regional Campuses. The University Policy regarding Faculty tenure and promotion outlined in the *Collective Bargaining Agreement* recognizes that different Faculty roles and rank may foster differential weighting of criteria. These differences will be recognized and considered during deliberations and evaluation of Regional Campus Faculty.

Regional campus Faculty must therefore include an explanatory narrative in their contextual statement regarding the mission of the regional campus to which they are appointed and explaining their specific responsibilities and activities in light of that mission. As is the case for Kent campus Faculty appointments, University Citizenship expectations for Regional Campus Faculty increase during a Faculty member's career and, therefore, candidates for promotion to Professor will be held to a higher standard in relation to these activities.

The following criteria are considered when evaluating Regional Campus Faculty:

- Quality of scholarship (See, Tables 1A and 1B, page 30-31)
- Quality of teaching (See, Table 2, page 33)
- Quality of service and citizenship (See, Table 3, page 35)

The documentation of these criteria must be consistent with the guidelines on pages 25-36 of this Handbook.

Renewal of Appointment and Performance Reviews

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. 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 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 at the Kent and Regional Campus are distributed by the Office of the Provost. The full performance review concludes with the College 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 that is subject to evaluation and assessment at the time of the review.

The following guidelines are provided to assist bargaining unit members in the preparation of the documentation to be submitted for the Full Performance Review. The Full Performance Review file for NTT Faculty in the School of Foundations, Leadership and Administration must include the following items:

A self-evaluation providing an assessment of the candidate's teaching during the period under review, as well as the candidate's performance of other responsibilities, if any;

- i. An up-to-date curriculum vita;
- ii. The syllabi for courses taught during the period under review;
- iii. The Evaluation Summaries Sheets of Student Surveys of Instruction (SSI) for all courses taught during the period under review; and
- iv. Peer evaluations of teaching at the invitation of the candidate being reviewed.

At his/her discretion, the NTT Faculty member may include other materials that document his/her responsibilities during the period under review.

NTT Faculty will submit an updated file that is presented to the Director who will make these materials available to the Ad Hoc RTP Committee. 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.

The overall evaluation during the full performance review shall include consideration of the Faculty member's professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession is expected of all who seek renewal of appointment in the School. Recommendation for a successful full performance review shall be based on the following criteria:

Performance: To be assessed on the performance of assigned duties and responsibilities associated with the assigned track of the candidate (Instructional, Clinical, Practitioner or Research).

Professional Development: To be assessed as it relates to the assigned track of the candidate. University Citizenship: To be assessed as it relates to the assigned track of the candidate.

Evidence of significant accomplishments in both Performance and Professional Development is required. Accomplishments and/or contributions in the area of University Citizenship are neither required nor expected, but will, when they exist, contribute to the NTT Faculty member's overall record of accomplishments.

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*. Guidelines for the "simplified" performance reviews for NTT Faculty are distributed by the Office of the Provost each academic year. The "simplified" performance review concludes with the College 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 that 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*.

Considerations for Non-Tenure Track Faculty

A. Full-Time Non-Tenure Track Faculty Promotion

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

employment as a FTNTT Faculty member or any year thereafter. Promotion is from rank to rank and is sequential. Candidates for promotion must provide evidence of significant accomplishments in both performance and professional development. Additionally, we expect Faculty to be engaged, responsive to one another, students, and the university community. Promotion files must consist of the following materials:

- i. An up-to-date curriculum vita;
- ii. Narrative supporting the rationale for promotion;
- iii. Peer evaluations of teaching at the invitation of the candidate being reviewed.
- iv. The Evaluation Summary Sheets of Student Evaluations of Instruction (SEI)/Student Surveys of Instruction (SSI) for all courses taught during the period under review;
- v. Workload statements for at least the past three academic years; and
- vi. Other materials supporting the request for promotion (e.g., a letter of support from the School Director, Program Coordinator, Faculty colleagues, and/or others who can assess the quality of contributions).

Promotion files must be submitted to the appropriate College office by the second week of the spring semester in which the bargaining unit member is applying for promotion. For promotion to the rank of Associate or Professor, a Faculty member must hold the terminal degree in his/her field. For promotion to Associate or Senior Lecturer, the terminal degree is not required. Recommendation for promotion shall be based on the following criteria:

Performance: To be assessed on the performance of assigned duties and responsibilities associated with the assigned track of the candidate (Instructional, Clinical, Practitioner, or Research).

Professional Development: To be assessed as it relates to the assigned track of the candidate. **University Citizenship:** To be assessed as it relates to the assigned track of the candidate.

B. Process

The performance review will follow the format, procedures, and timelines established by the university and annually distributed through the Office of Faculty Affairs, explained in the *FTNTT Performance Reviews and Annual Appointment Guidelines*.

SECTION IV: CRITERIA, PERFORMANCE EXPECTATIONS, AND ACADEMIC UNIT PROCEDURES RELATING TO FACULTY EXCELLENCE AWARDS

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

General Principles

The purpose of Faculty Excellence Awards is both to award meritorious performance during the period reviewed and to motivate future meritorious performance. Three (3) broadly-defined categories of documented meritorious Faculty performance, consistent with the mission of the academic unit/campus and the evaluative criteria and relative weighting defined in the academic unit/campus section of the Faculty Handbook, are to be recognized through merit awards. Weighting in the three categories for the School of Foundations, Leadership, and Administration are as follows: (1) 40% for documented meritorious performance in research and/or creative activities; (2) 30% for documented meritorious performance in teaching; and (3) 30% for documented meritorious service to the unit/campus, college, University, and/or academic profession.

Faculty Excellence Awards Procedure and Criteria

During years that the university allocates funds for Faculty Excellence Awards (FEA), 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.

Faculty may apply in three, two, or one of the categories. Each Faculty member who applies for an excellence award must provide a current vita and summary evidence of her or his performance for consideration. Unlike promotion and tenure files, actual documentation for merit need not be submitted unless the summary is unclear or is questioned. Works considered "in press" can be included in the evaluation. Faculty are responsible for submitting their documentation materials, in accordance with departmental guidelines (established by the FAC), to the School Director by the due date.

The FAC is the representative body charged with recommending to the Director the criteria and procedures for FEA evaluations. There is no fixed number or percentage of Faculty who should receive awards.

Rating Scale for Determining Faculty Excellence Awards

The rating scale used for FEAs is: Not Meritorious; Meritorious; and Outstanding Meritorious. Each FAC member will rate the applicant's file in the appropriate category on a 7-point scale. Ratings at the low of the scale will be associated with work that may meet expectations in a category but is not considered as having reached a meritorious level. Ratings in the middle of the scale will be associated with work that is considered to have reached a meritorious level. Ratings at the high end of the scale will be associated with work that is considered to have greatly exceeded expectations in a category and would be considered as being outstanding meritorious. The School's Special Assistant will assign a code to each file and prepare a randomized anonymous matrix of average rankings for candidates applying for merit in each category. In determining the average rankings for each applicant, the highest and lowest ranking will not be considered. Clusters within the distribution of rankings will be unanimously agreed upon by the FAC. The same dollar allocation will be made to members of the Faculty within each cluster. Each Faculty member in the outstanding meritorious category will receive 2 units of the total allocation. Faculty members rated as being in the meritorious level would receive 1 unit of the total allocation. The FAC will make recommendations regarding allocations to the School Director who will then make final decisions related to these allocations. The School Director will assign dollar amounts to each successful applicant when preparing the School's recommendations for FEAs to the Dean.

Faculty will be notified in writing by the School Director of the preliminary determination of her or his FEA. Prior to forwarding a final determination as to Faculty FEAs, a Faculty member may make a request for reconsideration in writing to the FAC. The FAC will review any requests for reconsideration and make a final recommendation to the School Director.

SECTION V: OTHER ACADEMIC UNIT GUIDELINES

Matters of Student Success

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 various 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 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.

C. Student Grievances and Academic Complaints

The University's policies and procedures that govern student grievances and student academic complaints are included in the University Policy Register.

D. Transfer Credit Procedure

Transfer credits for undergraduate students are evaluated by advisors from the Vacca Office of Student Services in the College of Education, Health and Human Services. Program area Faculty are consulted when evaluations require additional content area considerations.

Graduate transfer credit is evaluated according to the process described in the

current Graduate School Catalog. 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 that 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). Faculty must provide an opportunity for students to evaluate their courses within the last two weeks of the semester following the university policies and procedures. 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. Academic Presence Verification

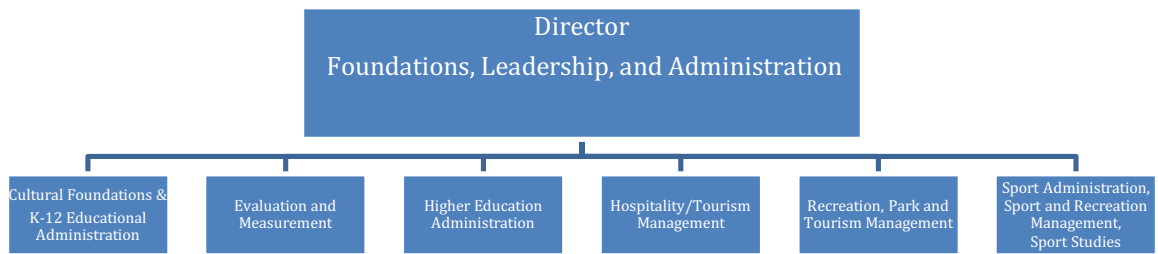
In order to comply with federal regulations, Faculty are required to determine whether students have participated in their classes. The Academic Presence Verification Roster will list all students who are enrolled for each course on or after the course start date (this includes those students who withdrew from the course). Faculty members must update all students on the roster and select at least one academically related activity to verify student presence. Typically, Faculty will be required to update this roster within the first 10 days of the semester, as well as periodically as the semester progresses.

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 Charts

A. Academic Organization



B. Administrative Organization

