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SECTION I
PREAMBLE

This School handbook (hereinafter "Handbook") contains the operational policies and procedures for the School of Lifespan Development and Educational Sciences (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 (hereinafter "University"), any applicable Collective Bargaining Agreement, or any federal, state and local law.
SECTION II
GOALS AND MISSION OF THE SCHOOL

In 2009, the College and Graduate School of Education, Health, and Human Services (EHHS) merged six longstanding departments/schools into four schools: the School of Health Sciences, the School of Foundations, Leadership and Administration, the School of Teaching, Learning and Curriculum Studies, and the School of Lifespan Development and Educational Sciences. This handbook details the policies and procedures of the School of Lifespan Development and Educational Sciences (LDES).

The School of Lifespan Development and Educational Sciences (LDES) supports the University and College mission statement. The School sees its strengths in its quality teaching, engagement with the education and human service community, and scholarly activity leading to knowledge and skills for the attainment of a professional career in the fields of counseling and counselor education, educational and school psychology, instructional technology, human development and family studies, gerontology, rehabilitative counseling, and special education. The School is committed to enhancing the quality of social and personal life for the citizens of Ohio, the nation and the world through the professional preparation and development of competent scholars and practitioners within a range of specializations. In addition, the School is committed to the nurturance of creativity, inquiry and breadth of perspective in students.

In learning how to serve others as well as realizing their own potential, students are offered the opportunity to explore and determine their responsibilities for enriching the individual and collective lives of a diverse constituency. The education of our students, therefore, must enable them to represent fairly the needs and rights of those they serve by fostering growth, opportunity, cooperation, and independence.

Areas of School emphasis include enhancing the quality of life in educational and community settings. Bachelor’s, Master’s, Educational Specialist, and Doctoral degrees are available to prepare persons for administrative, education, instructional, and/or human service roles. Graduates may be employed in a variety of settings including elementary or secondary schools, higher education, government or private community-based or human service organizations.

School faculty are dedicated to enhancing students’ professional growth and success along with contributing to the body of research and scholarship in their respective fields. Faculty members seek community partnerships to foster student inquiry and serve the contemporary needs of society. Service to students and their service to the contemporary needs of society are among the School’s highest ideals.

The goals of the School are to:

1. Attract and retain academically talented, professionally committed and under-represented students for the purpose of helping to prepare and develop scholars and practitioners.
2. Provide a supportive work environment which is conducive to professional growth and development; to recruit and retain culturally diverse faculty of high quality; and to nurture a community of scholars pledged to academic and professional excellence.
3. Model, promote and support quality teaching, engagement with the education and human services community, and scholarly activity.
4. Encourage the generation and dissemination of scholarship that contributes to the knowledge base and exemplary practices utilized by scholars and practitioners.
5. Provide effective, collaborative service and assistance to practitioners in educational, human services, and research settings.
6. Sustain nationally accredited, exemplary programs of professional preparation and development of scholars, practitioners, and researchers in education and human services.
SECTION III
STRUCTURE AND ORGANIZATION

Administrative and Service Positions

School Director

The School Director (hereinafter the "Director") serves as the chief executive officer of the School and coordinates administrative, instructional, research and service activities of the School. The Director represents the interests of the College to the School and interests of the School to the College to improve communication and the quality of relationships within the collegial community. The Director reports to the Dean on administrative matters and advises the Dean on all personnel matters, including regional campus faculty. Persons filling the role of Director are recruited, selected, and evaluated through procedures consistent with the guidelines defined in the Collective Bargaining Agreement.

The Director assumes both management and leadership responsibilities in support of the interests of the College and School faculties. The Director is expected to be well informed on matters related to all programs contained in the unit, including national trends and accreditation standards. The Director is expected to provide leadership in maintaining the highest standards of quality within all programs and to support efforts to seek both external recognition and funding for the development and maintenance of excellent programs. The Director is expected to maintain conditions that foster excellence within the faculty through appropriate allocation of resources and monitoring of their use. The Director is expected to meet regularly with the Faculty Advisory Committee, representing the School faculty, for advice on all matters affecting faculty in the school. In addition, the Director is expected to meet with the Program Area Coordinators regularly to receive input and share information pertinent to specific program faculties. Regular meetings with the clerical staff are expected for communication and shared decision making purposes. The Director is expected to effectively provide administrative leadership to the School as well as to the College through participation on the leadership team of Deans and Directors.

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.

Program Area Coordinators

It is the responsibility of the Program Area Coordinator to provide academic leadership by convening the faculty regularly to discuss important curricular issues, to evaluate programs, to plan academic and student affairs, and to meet with advisory groups of students and practicing professionals. The Program Area Coordinator also will convene the faculty at the request of the School Director, College Advisory Council (CAC), or Dean for specific purposes. The possible agendas of program faculty meetings include the scheduling of classes, which can be facilitated to avoid conflicts for students; the examination of the proposed structural and curriculum changes; the assembly of content for program brochures; the development of recruitment and student development plans; and the formulation of suggestions to the School or College faculties for considerations.

A number of programs are closely related and benefit from close articulation of course offerings, use of instructors, and shared resources. Thus, Program Area Coordinators represent program faculties regularly to the Director and to the Deans on appropriate occasions. The role of the coordinator will be to represent faculty members with primary appointment in the program area to the School faculty, to the College administration and/or faculty, and to professional agencies as needed. Coordinators are expected to seek out faculty views and consult with faculty on all essential decisions affecting the faculties and programs of the area. They articulate such information as scheduling and utilization of resources across programs.

Program Area Coordinators serve both the Director and the program area faculty. Program area faculty members recommend acceptable candidates from within the program area for the position of coordinator. After consultation with the program faculty, the Director selects and appoints the Program Coordinator for a term of two years. Faculty may be reappointed to an additional term(s) per recommendation from the program faculty and approval of the Director. 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.

Program Area Coordinators must maintain good communication with faculty members and consult with them formally on curricular matters before making recommendations to the Director, other administrators, or councils/committees of the College. The responsibilities for instructional assignments and workloads of individual faculty members are the responsibility of the Director (with approval of the Dean) who will seek the advice of the program coordinator. Responsibility for the review and development of program curricula, guidelines for student advisement, monitoring of program quality, preparation of annual reports and accreditation review documents, recruitment of students, and follow-up of graduates are to be shared responsibilities within the faculty. Program Coordinators will also be responsible for selection of and evaluation of part-time instructors in their academic unit. It is the role of the program coordinator to provide academic leadership to the faculty and to oversee the completion of tasks so that high standards of quality are maintained.

Because programs and program areas vary significantly in terms of size, scope, and complexity, the demands of the Program Area Coordinator’s role will vary. Specific expectations and responsibilities of the individual are agreed upon by the Director and program faculty. Load assignment for the responsibilities agreed upon in the specific job description of a coordinator is negotiated with and established by the Director with the approval of the Dean. As a general rule, program coordinators will receive compensation for continuing their duties over the summer.

Additional Administrative Appointments

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

Non-Academic Staff

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

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 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.

Faculty Advisory Committee (FAC)

This elected School advisory committee represents full-time School members in School governance. The Faculty Advisory Committee (hereinafter “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 nonvoting member of the FAC. If at any time at least one-half of the members of the FAC request a meeting, such a meeting will be held.

Full-time tenured or tenure-track faculty (hereinafter "Faculty") members of each program elect members to the FAC. The FAC shall consist of two (2) Faculty members from each program area. 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. To the greatest extent possible, these elections will staggered so that only one FAC member (per program area) is elected each year.
Each School FAC elects three preferably tenured FAC members to serve two-year terms on the College Advisory Council. These elections will be staggered so that at least one CAC member is elected each academic year.

The Curriculum Committee

One (1) Faculty member from each program unit in the School will be elected by and from the School Faculty to serve on the Curriculum Committee. One of these members will be elected by the other members to serve as the Chair of 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 which 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.

Student Academic Complaint Committee

The Student Academic Complaint Committee is composed of at least four (4) Faculty 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 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 chair the committee and the FAC will appoint an additional member to the committee from the Faculty.

Reappointment, Tenure, and Promotion Committee

The policies and procedures which 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.

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.

Regional Campus and NTT Faculty Representation

Regional campus faculty members shall be represented on key School committees such as FAC, search committees, promotion and tenure committees, curricular and school policy and program development committees. If they have attained graduate faculty status, they may serve on graduate committees.

NTT faculty shall be represented on School committees that reflect their program and scholarly interests. In addition, NTT faculty members who have attained graduate faculty status may serve on graduate committees.
SECTION IV
APPPOINTMENT AND EMPLOYMENT PROCEDURES AND REGULATIONS

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.

Faculty Ranks

The basic definitions of Faculty ranks are the following:

- **Assistant Professor:** This rank is normally the entry-level rank for tenure-track Faculty holding the doctorate in an appropriate discipline.

- **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 (Section V of this Handbook).

- **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 (Section V of this Handbook).

Other faculty appointments are as follows:

- **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 members who hold these ranks do not vote on School committees and do not participate in School governance.

- **Adjunct Faculty Appointments:** These appointments are primarily made to faculty from other institutions or persons on the staff of community-based agencies and organizations. Adjunct faculty appointments are made at the discretion of the Director in consultation with the FAC and approved by the Dean. Adjunct faculty members do not vote on School Committees and do not participate in School governance.

- **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 faculty member will then become a full-time non-tenure track (NTT) faculty member.

- **Full-Time Non-Tenure Track Faculty (NTT) Appointments:** Full-time non-tenure track faculty (NTT) appointments are made on an annual basis (Section VI of this Handbook). NTT appointments are not included under the umbrella of the University policy and procedures regarding faculty tenure (University Policy Register) and NTT faculty members are not entitled to any rights with regard to tenure and are governed by the applicable Collective Bargaining Agreement.

- **Part-Time Faculty Appointments:** When the School cannot meet its teaching needs from the ranks of its full-time tenured and tenure-track Faculty, full-time non-tenure track (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. The Director, with the approval of the Dean, appoints part-time faculty.

- **Graduate Faculty Status:** As a doctoral degree granting School, the School normally requires that all faculty hired for tenure-track 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 (University Policy Register).
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 that will be conducting the search for candidates. Search committees include a student member selected by the faculty serving on the search committee. Following the review of applicants and/or telephone interviews, 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 give a seminar presenting their research program before the School. 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. It then makes its recommendation(s) to the Director who formulates his/her own recommendation and forwards both search committee’s and Director’s recommendation to the Dean for final action.

Role and Responsibility of the Faculty

Each faculty member is expected to contribute to the Program, 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.

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 (Section IX 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, master’s theses/projects, and/or dissertations (as appropriate to program offerings) and advising are 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 a 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. Program, 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.

The faculty of each academic program in the College is responsible for maintaining standards of high quality commensurate with the goal of excellence in all graduate and undergraduate programs. Faculty members in each program are employed by the university for their expertise on curricular matters and, therefore, are best equipped to design, implement, and evaluate academic programs.

The program faculties are responsible for academic standards and student affairs for their programs. They are expected to be well informed on matters of state and national accreditation standards, trends in their field of specialization, information regarding supply and demand, and particular issues or problems related to academic and student matters in their area. Further, program faculties are expected to relate effectively to other faculties within their school and the college. It is expected that program faculties will generate information about their programs for dissemination to colleagues and prospective students, will seek visibility and recognition for the quality of their program, and will pursue needed external funding to support their innovative efforts. It is also important that each program faculty be well informed on School and college issues and provide input to decision making processes where the program faculty has
identified needs or a particular position. This role is viewed as good citizenship in the College as well as beneficial to the quality of the program.

**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 (University Policy Register).

**Faculty Workload and Workload Equivalents**

All full-time tenure-track and tenured Faculty of the School are expected to carry a maximum workload of twenty-four (24) credit hours per academic year. Full-time non-tenure track faculty members are expected to carry a maximum workload of thirty (30) credit hours per academic year (University Policy Register). Workload for each full-time faculty member is assigned by the Director with the approval of the Dean. The Program Coordinators 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 Program Coordinators and with the approval of the Dean, assign workload equivalencies for specific duties which are considered essential to the academic mission of the School. The Director shall provide each faculty member with a statement of her/his workload. Faculty workload will be informed by programmatic accreditation standards. For those programs that do not have programmatic accreditation, faculty workload will be recommended by the area’s Program Coordinator and assigned by the Director with the approval of the Dean. Furthermore, circumstantial workload equivalencies (e.g., graduate faculty status, administrative duties, advising, etc.) are negotiated with the Director with the approval of the Dean.

Not all faculty members contribute to the School in the same manner. A faculty member whose primary responsibilities are undergraduate teaching and undergraduate programs may teach and serve in a greater diversity of courses than their peers who are graduate faculty. Most of the School Faculty members will be either a full or associate member of the graduate faculty. All Faculty members are expected to be involved in significant research activity, serve on graduate student committees, and contribute to graduate student research.

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 tenured and tenure-track faculty and which total more than thirty (30) credit hours for full-time non-tenure-track faculty) will be made only in unusual circumstances. Such assignments require the agreement of the faculty member, and the approval of the Director and the Dean.

**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 in consultation with 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.

**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. Summer teaching assignments will be made according to the terms of the applicable *Collective Bargaining Agreements*. 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.

Other Faculty Duties

Faculty members are expected to schedule and attend at least five (5) office hours per week (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.

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.

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 (“Sanctions for Cause” in the Collective Bargaining Agreement).

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:

- Updated curriculum vitae submitted via the Faculty/Staff Portal.
- Course evaluations (provided by the School Director) and syllabi for each course taught.
- 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).

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:

- Research leaves.
- Leaves of absence without pay.
- Faculty professional improvement leaves.
- Research/Creative Activity appointments.

Faculty Absence and Travel Policy

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

Attendance at professional meetings is encouraged 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.
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 accurately on the University’s online system. Sick leave should be reported online within forty-eight (48) hours after an absence whenever possible.

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, and service responsibilities to the School, Campus, College or University (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 (University Policy Register).

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.

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.
SECTION V
REAPPOINTMENT, TENURE, AND PROMOTION

Reappointment

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. Probationary Faculty members are reviewed by the School’s Ad Hoc RTP Committee (Section III 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. A written report of the evaluation is submitted to the Director for placement in the Faculty member’s reappointment file. Probationary Faculty will also create an updated file that is presented to the Director who will make these materials available to 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 member and forwards her/his recommendation and the committee’s 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.

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.

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

Tenure and Promotion

The policies and procedures for tenure are included in the University policy and procedures regarding Faculty tenure (University Policy Register) and the policies and procedures for promotion are included in the University policy and procedures regarding Faculty promotion (University Policy Register). 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 body of scholarship, high quality teaching, and a level of service that suggests continued success in these areas. The awarding of promotion 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, high quality teaching, and has demonstrated service consistent with his/her faculty assignment. Specific criteria for promotion to different ranks are identified under “Candidates for Reappointment, Tenure, and Promotion.”

Scholarship, teaching, and service permeate the Faculty member’s professional life. Scholarship may be reflected in disciplined inquiry leading to the production of knowledge, disciplined work that seeks to give meaning to facts by putting them into perspective, and applying knowledge to consequential problems in one’s special field of expertise. The School views disciplined inquiry as being facilitated by collaborative pursuits.

Teaching is multifaceted and is informed by scholarly endeavors. Faculty are expected to be involved in continual professional development to enrich their instruction of students, which is not necessarily limited to simply transmitting information to students. Teaching involves interactions with students that fall into four categories: instruction in undergraduate and/or graduate classes, seminars, workshops, and institutes; supervision of students in practicum and
internships; direction or co-direction of dissertations and/or master’s theses/projects; and advising of students with respect to course work, licensure, and mentoring.

Professional service for a Faculty member occurs through thoughtful or reflective deliberation and discourse relative to one’s own profession and the needs of the Program, School, Campus, College, the University, and the community. The School also recognizes the importance of collaboration among faculty and of the mentoring of students into a scholarly role through shared professional activities.

**Evaluation of Candidates for Reappointment, Tenure, and Promotion**

It is expected that tenure-track but non-tenured assistant professors will be making satisfactory progress for reappointment if they are productive at a level that would lead to a recommendation for promotion and tenure. Decisions for granting tenure and promotion to the rank of Associate Professor are two different actions. For the person who came into the School at the rank of associate professor and was tenure-track but non-tenured, the expectation is that they would continue to be productive at the level of associate professor.

Scholarship informs, validates, and improves professional practice. Faculty members are professionals as well as academicians, thereby directing scholarly effort toward applied work. Varied forms of quality work as a Faculty member (e.g., in the areas of scholarship, teaching, and service) are expected.

Instruction: Teaching involves both instructional activities and the systematic reflection of the practice of teaching. Instruction and advisement are considered important functions of Faculty members in the School. Documented evidence must be submitted for review when personnel decisions are to be made.

Instruction includes the teaching of lecture courses; the teaching of experiential-based and skill-building courses; the supervision of practicum and/or internships; the conducting of web-based seminars and workshops; the direction of individual investigations; and the direction or co-direction of dissertations and/or master’s theses/projects. In addition to course evaluation which is systematically required from students enrolled in credit courses for the purpose of institutional evaluation, instructional evaluation will also include colleague review and administrative assessment. Evaluations by students, colleagues, School Director, and other administrators (where appropriate) shall be summarized in a self appraisal and presented for consideration by reviewing bodies.

In evaluating a Faculty member’s materials for personnel decisions, reviewing bodies will note:

- **Contextual Statement** - For reappointment, tenure, promotion to Associate Professor, and promotion to Professor, faculty in the School must use their contextual statements to clearly articulate the quality and the significance of their work within their discipline and/or related fields. Candidates can demonstrate the quality and significance of their published work based on a number of factors. Such factors may include, but are not limited to:

  1. Contribution to the field (e.g., original research, applied research, research synthesis, conceptual contribution)
  2. Publication or grant funder characteristics (e.g., prominence in the field, readership/circulation, affiliation with professional organization or federal agency, appropriateness to topic, acceptance rate, impact factor)
  3. Faculty member’s role/contribution (e.g., lead writer/sole author, co-writer, study designer, data collector, data analyst, collaboration with students)
  4. Citation rate (number of times the work has been cited)

- **Instructional Evaluation** – In accordance with University and College and Graduate School of Education, Health, and Human Services policy, School Faculty shall systematically obtain student evaluations of their instruction according to established procedural guidelines. Faculty being considered for review shall submit the computer printouts containing summative data of student evaluations for department review. Faculty must also summarize these data and provide supplemental data from open-ended questions.
• **Preparation/Development** - Faculty members in the School are encouraged to participate in and document a variety of activities to help improve their teaching. These activities may include self-study using materials such as books or journals that specialize in general college teaching practices. In addition, Faculty members may wish to participate in local workshops and seminars offered through the KSU Faculty Professional Development Center (FPDC), or go to sessions aimed at discipline specific educational practices when attending regional and national meetings of learned societies. Through a variety of approaches, Faculty members within the School should continually hone their skills to promote active learning within the classroom. Reflection and responsiveness to student feedback is another valued component of development of teaching skills.

• **Colleague Review** – Faculty members in the School select appropriate experienced faculty to evaluate instructional methods. Instructional design skills include the ability to sequence experiences and materials to induce learning in students and to measure or confirm that learning has occurred. In doing this task, colleagues may be supplied with course syllabi, tests, and/or handouts. Reviews may be of class presentations, the course content, course objectives, methodology, grading and examinations, course organization, student achievement, homework assignments, and required materials.

• **Self-Appraisal** – Thoughtful self-evaluation of teaching performance is a requisite for improved teaching and learning. It is important for Faculty to show evidence of an honest, active endeavor to assess their strengths and weaknesses and to refine their instructional approach.

Examples of quality teaching include, but are not limited to:

- Development of new courses;
- Improvement in courses;
- Attendance at professional development activities specifically related to one’s own teaching;
- Positive evaluation by students, colleagues, and administrators; and evidence of growth as a result of such evaluations;
- Self-evaluation of instruction;
- Recognitions for outstanding instruction such as Distinguished Teacher Award or nominations, commendatory letters, or other awards;
- Any special circumstances or unusual efforts pertaining to specific instructional assignments or evaluations;
- Evidence of both quality and quantity doctoral dissertation/co-direction and/or master’s theses/project direction;
- Evidence of responsiveness and attentiveness to students’ concerns;
- Evidence of quantity and quality of advisement of students;

○ **Reappointment** – Ongoing progress toward strong performance in classroom instruction and advising.

○ **Tenure** – Strong performance and commitment to ongoing improvement in classroom instruction and fulfillment of advising responsibilities. Evidence of mentoring students must be presented and when possible involvement in doctoral dissertation directing / co-directing and/or master’s level theses/project advisement.

○ **Promotion to Associate Professor** – Strong performance and commitment to ongoing improvement in classroom instruction and fulfillment of advising responsibilities must be demonstrated. Evidence of mentoring students must be presented and when possible involvement in doctoral dissertation directing / co-directing and/or master’s level theses/project advisement.

○ **Promotion to Full Professor** – Strong performance and commitment to ongoing improvement in classroom instruction and fulfillment of advising responsibilities must be demonstrated. A pattern of mentoring students must be presented and when possible involvement in doctoral dissertation directing / co-directing and/or master’s level theses/project advisement.
**Service:** Service is expressed in an array of activities that reflect positively on the program and university. These activities serve the Program, School, Campus, College, and/or University. They also serve the profession and/or community. Reporting of these activities must include documentation of involvement.

Examples of Program, Campus, College, School, and/or University service involvement includes, but are not limited to roles and standing committees such as the following:

- Serving as Program Coordinator
- Active membership or chairing School, Campus, College, and/or University committees
- Chairing or serving on faculty search committees
- Serving as Library representative;
- Member of the IRB committee
- Being a member of Faculty Advisory Council, College Advisory Council;
- Serving on University Tenure or Promotion Committee

☐ **Reappointment** – Service on various Program, School, Campus, or College ad hoc and standing committees appropriate to years of appointment and Faculty work load assignment.

☐ **Tenure** - Involvement and potential for leadership in service to the Program, School, Campus, and/or College through ad hoc and/or standing committee membership is required. Description of the nature and quantity of this service is required. Responsiveness to the needs of the Program and to the needs of students must be demonstrated.

☐ **Promotion to Associate Professor** – A pattern of involvement and emerging leadership in service to the Program, School, Campus, and/or College through ad hoc and/or standing committee membership is required. Description of the nature and quantity of this service is required. Responsiveness to the needs of the Program and to the needs of students must be demonstrated.

☐ **Promotion to Professor** – Leadership in service to the Program, School, Campus, College and/or University through ad hoc and/or standing committee membership is required. Description of the nature and quantity of this service is required. Responsiveness to the needs of the program and to the needs of students must be demonstrated.

Examples of professional service involvement include, but are not limited to:

- Performance as an executive or administrative officer with a national and/or international professional organization
- Position of leadership or committee membership in a national and/or international professional association
- Reviewer of professional international, national, and state venues.
- Appointment and service on state and national and/or international commissions
- Community service related to one’s professional role; for example: (a) consultation with professional and non-professional organizations; (b) response to public request for professional expertise; (c) election or appointment to city, county, state, national boards, councils, task forces, networks related to profession; (d) presentations of scholarly nature on radio, TV, press; and (e) service to community-based agencies and organizations.

- **Reappointment** – Service to the profession at the regional, state, or national and/or international level appropriate to years of appointment and Faculty workload assignment.

- **Tenure** – Involvement in service to the profession at the regional, state, or national and/or international level. Potential for emerging leadership to the profession at the national and/or international level is required.

- **Promotion to Associate Professor** – Active involvement in service to the profession at the regional, state, or national and/or international level. Emerging leadership to the profession at the national and/or international level is required.
- **Promotion to Professor** – Noteworthy service to the profession at the local, regional, national and/or international level is required.

**Scholarship:** Activities impacting on one’s professional field are given the greatest consideration. Reviewing bodies will be concerned with scholarly productivity, including publications, presentations, editorial work, grants and other creative products (e.g., peer reviewed material, reviews, CD productions, etc.). Collaboration with professionals and students is encouraged. In submitting such material for review, the candidate’s role in such collaborative efforts should be defined. School Faculty view quality scholarship in journals as being in the form of data driven articles and/or theoretical and/or applied articles.

Peer reviewed refers to works reviewed by independent scholars, in a structured review process. Invited works reviewed by an editorial body only are not considered peer reviewed.

See University Guidelines on external review for tenure and promotion.

Examples of quality scholarship include, but are not limited to:

- Publication of peer reviewed articles, chapters, monographs or books in the candidate’s field(s), jointly or individually-authored;
- Peer reviewed or invited presentations at recognized professional meetings at the international, national, regional, state, and local levels;
- Invited publications and presentations within professional organizations;
- Creative professional activity such as the creation of published media, software, and related professional materials;
- An Editor of professional international, national, and state venues.
- Application for professionally reviewed research grants and training/service grants with evidence of positive evaluations.
- Competitively awarded grants that lead to publication.

**Reappointment** – Development of a scholarly agenda within their discipline/field/profession. This scholarship should clearly demonstrate that the candidate’s scholarly work is deemed of high quality by peers in their profession. The quality of their scholarly work and future directions must be clearly articulated in the Contextual Statement using factors such as those identified on p. 13 of this Handbook.

**Tenure** - Development of a scholarly agenda within their profession. This scholarship, taken as a whole, should clearly demonstrate that the candidate’s work is deemed of high quality by peers in their profession, and suggest continued success. Evidence of a pattern of scholarship and demonstrated record for continued meaningful professional inquiry is required. The quality of the candidate’s scholarship record and future directions must be clearly articulated in the Contextual Statement using factors such as those identified on p. 13 of this Handbook.

**Promotion to Associate Professor** - Sustained, significant scholarship record with systematic lines of inquiry within their discipline must be demonstrated. The significance of the candidate’s scholarship and sustained nature of their line(s) of inquiry must be clearly articulated in the Contextual Statement using factors identified on p. 13 of this Handbook.

**Promotion to Professor** – An extended, quality record of scholarship that demonstrates sustained achievement and leadership in systematic line(s) of inquiry within their profession. This scholarship clearly demonstrates that the candidate’s work is recognized nationally or internationally for its excellence in one or more of the candidate’s area of expertise. The quality of the candidate’s sustained line(s) of scholarship inquiry and their leadership as researchers, and the recognized significance of their scholarship must be clearly articulated in the Contextual Statement using factors identified on p. 13 of this Handbook.
Specific Programmatic Guidelines

LDES is a School comprised of programs with similar purpose and intent; and evaluates Faculty on the above general criteria. However, some programs (list below) within the School are unique enough to warrant specific guidelines for the Reappointment, Tenure, and Promotion process. While all successful Faculty must adhere to the above guidelines, specific / programmatic guidelines have been developed in the area of scholarship / publication to provide the RTP Ad Hoc Committee with a lens to look through when reviewing a candidate’s materials.

Counseling and Human Development Services: The unique aspects of quality scholarship amongst the Counseling and Human Development Services Faculty include the following:

- Collaboration with colleagues and/or students is highly valued in areas such as journal publication, book chapters, books, and professional presentations, etc.
- Sole authorship in journals is not required. However, first authorship is required for tenure and promotion to rank of Associate.
- Articles published in American Counseling Association journals or counseling related journals are highly valued; exclusively publishing books or book chapters is not sufficient for tenure and promotion to the rank of Associate.
- On-line journals that demonstrate blind-peer review are valued with the same rigor as traditional paper-based journals.
- International or national peer-reviewed journals are of greater importance than regional or state journals.
- Evidence of quality scholarship may also include comments on any of the following: why a journal is appropriate for an article’s content, whether a manuscript was peer reviewed, including an explanation if not peer reviewed (e.g., invited manuscript) a journal’s acceptance rates, impact factors, how it is the that journal is associated with a candidate’s area of research or professional practice, or a journal’s circulation.

Instructional Technology: Faculty in the Instructional Technology program area will, of course, engage in many traditional forms of scholarship, teaching and service. But, in addition, they may be involved in activities that are unique for those who work intensively with technology. As such, their academic products, approaches to teaching, and service activities may vary from the norm. This section of the Handbook will clarify what kinds of professional activities associated with technology might be highly valued by those in our field.

In Instructional Technology, creative productions and the development of technology-based materials will be credited as meaningful professional contributions in the scholarship category, especially when they are particularly innovative, are used extensively, and impact significant numbers of professionals who implement technologies to enhance instruction. Examples of this type of contribution could include development of Websites, video production, animation work, database development, electronic portfolios, telecommunications-based projects, distance education efforts, developing resources in virtual worlds, work with simulations and virtual reality projects, networking-related activities, and the use of new Web-based applications. Some criteria for evaluating the professional impact of technology-based projects might include the professional context in which they appear, the degrees of potential dissemination, innovativeness, and how such work might serve as a model for similar efforts on the part of colleagues and students.

In the area of teaching and advising, credit will be given to Instructional Technology Faculty who pioneer the use of new technologies to enhance instruction. Examples of such activities might be the development of new online courses, the creation of especially dynamic Web-based course materials, effective utilization of synchronous online course delivery tools, inclusion of engaging multimedia resources, utilization of new Internet-based technologies in curricula, and the use of online techniques for assessment.

In terms of service, Faculty in the Instructional Technology program area should be given appropriate acknowledgement for engaging in activities that relate specifically to their field. These types of activities might include providing assistance to university colleagues who wish to work with technology, furnishing assistance to teachers in local schools who wish to integrate technology into their classrooms, giving advice to school districts about technology purchases, and serving on committees for technology-related activities in schools, at corporate settings or for local communities.
Human Development and Family Studies (HDFS) and Gerontology: Faculty are expected to conduct empirical research (basic or applied) using accepted research methodologies and analyses (e.g., quantitative, qualitative, mixed-method, etc.). Non-empirical scholarship (e.g., conceptual pieces, extensive reviews of the literature, and descriptions of professional practice or teaching strategies) is valued but should not be the exclusive focus of a candidate’s research agenda.

Within HDFS and Gerontology, it is the norm to co-author publications and presentations with colleagues and students. Collaboration is viewed a strength when there is evidence of the person’s capacity to lead a project (e.g., first or sole authorship on some of the publications).

It is important to note that HDFS and Gerontology are diverse interdisciplinary areas of study, and appropriate outlets for dissemination of research include numerous high-quality professional journals. When selecting a journal, Faculty members are advised to publish in highly regarded journals associated with national or international professional organizations, journals known for disseminating high quality scholarship related to the Faculty member’s specific area of focus, or journals having a high impact on research or practice within the candidate’s field. When journals may not be recognized as such by program Faculty or when candidates choose journals outside these parameters, it is imperative they provide justification for doing so.

- When developing their contextual statement, candidates for reappointment, promotion, and tenure are advised to describe the journal’s audience and why that audience is an appropriate fit for the article’s content, explain whether or not the article was peer reviewed, including an explanation if not peer-reviewed, and identify the journal’s association with the candidate’s specific area of research or professional practice, the journal’s acceptance rates, impact factors, and the journal’s circulation.

Special Education Please see Appendix B Guidelines for Reappointment, Tenure, and Promotion.
SECTION VI
APPOINTMENT AND REVIEW OF NTT FACULTY

Renewal of Appointment

Appointments for full-time non-tenure track (NTT) faculty are governed by the applicable Collective Bargaining Agreement and are made annually. NTT faculty members are appointed in one 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.

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 at least an updated curriculum vita, self evaluation of performance, and supporting documents. Additional information about the dossier for a Full Performance Review is included in the applicable Collective Bargaining Agreement.

“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.

NTT Performance Review Criteria

NTT faculty are reviewed by the College’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. Rubrics for the assessment of teaching performance, recruitment and/or retention, research, etc. will be developed and shared with the candidate, and used to evaluate performance. Student assessment of teaching and mentoring 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.

Performance expectations for NTT faculty with research appointments will be specified by the School Director in consultation with the FAC and with the concurrence of the Dean.

The following guidelines are provided to assist the NTT faculty with instructional appointments in the preparation of the documentation to be submitted for the Full Performance Review.
Evaluating Acceptable Teaching Performance

TEACHING: The School defines and evaluates teaching by the broadly used term scholarship of teaching and learning (SoTL), which can be conceptualized as "scholarly inquiry into adult learning (preservice and inservice) which advances the practice of teaching by sharing this research publicly." The scholarship of teaching and learning involves constant reflection of the process and outcomes of teaching and learning and acknowledges the contextual nature of teaching.

Faculty practicing the scholarship of teaching and learning focus on change as they develop their practice through a cycle of action, reflection, and improvement. Therefore, evidence of teaching effectiveness is demonstrated through constant reflection, change in practice, and improvement, and does not rely solely on university summative student evaluations.

NTT faculty may demonstrate competence in the SoTL as evidenced by a variety of means. Examples can include:

- Evaluation Summaries of the Student Evaluations of Instruction (SEI)/Student Surveys of Instruction (SSI) for all courses taught during the period under review
- evidence of instructional effectiveness through pre- and post-testing of objectives on basic data sheets (beyond exams and projects)
- formative and summative feedback related to student outcomes
- self-evaluation providing an assessment of the candidate’s teaching
- statement of teaching philosophy
- formal and informal reviews of teaching by students, self, and/or peers who are considered experts in andragogy
- overview of the candidate’s performance of other responsibilities, if any (e.g., student advising, program advising, supervising field experience students)
- syllabi for courses taught during the period under review
- new course development during the period under review
- involvement in the university teaching council
- involvement in the Faculty professional development teaching scholar’s program and/or learning communities
- involvement in establishing a meaningful line of inquiry around effective teaching practices
- demonstration of teaching efforts that reflect consideration and modification of teaching practice based on data and feedback
- other evidence of reflective teaching
- incorporation of evidence-based instructional strategies
- recognition by teaching awards

SERVICE: School also expects NTT faculty to be engaged, responsive to one another and students, participate in growing and promoting their program, as well as contributing to the school, college, university, community, and field. Some amount of service is expected of NTT faculty members each year. This can include

- serving on committees (when service by an NTT faculty member is possible)
- program development activities (e.g., curricular changes, marketing, interviewing, data collection and dissemination)
- involvement in accreditation reviews (e.g., APA, CACREP, CORE, NCATE, AQUIP, etc.).

Lastly, regardless of level (undergraduate, master’s, doctoral), NTT faculty are expected to be responsive to the needs of students and provide high quality and sustained mentorship through their assigned duties as advisors and dissertation committee members, when requested.

Evaluating an Acceptable Level of Professional or Academic Activity

NTT faculty in the School can demonstrate that they have remained active in their field in a variety of ways. All of the following ways are valued as a means of demonstrating that a NTT faculty member has remained current and engaged as a professional in their field and should be accepted as evidence in a review portfolio. Because our NTT faculty are primarily responsible for teaching, it is important to note that the following are examples from which NTT faculty may choose to demonstrate that they have remained active in their field, either professionally or academically. No specific area is required to be represented.
Research: NTT faculty may choose to engage in applied, experimental, and/or theoretical research using any combination of accepted research methodologies and analyses as appropriate to the research question (e.g., quantitative, qualitative, single subject, economic analyses, mixed-method). This may be undertaken independently or as a part of a research team.

Publications: NTT faculty may choose to engage in publication of research findings, either as a single author, or as a part of a multiple author publication. Research may be disseminated through peer-reviewed and other outlets (e.g., journals, texts, presentations/meetings, grant applications, academic/training materials). The work of the NTT Faculty may be disseminated through a variety of formats (e.g., print, virtual, electronic, multi-media). Publication in non-refereed publications is also valued and encouraged.

Presentations: NTT faculty may choose to disseminate their research to the community and field through local, state, and national/international presentations.

Conferences: We also value NTT faculty who take measures to remain current and relevant in their profession as demonstrated through attendance/participation in conferences and/or learning communities related to the SoTL, as well as in effective teaching instruction to best prepare teacher candidates.

External/Internal Support: NTT faculty may choose to actively seek the support (e.g., funds, equipment, software, datasets, personnel) needed to conduct their teaching or research. Examples of acceptable ways for Faculty to support their teaching or research include participation in competitive grants/contracts and/or collaborative projects with other institutions, agencies, or schools. We encourage collaborative, interdisciplinary work across faculty and institutions and where possible, include opportunities for support and mentorship of students.

Professional Service: NTT faculty member may choose to serve as an adviser to student organizations, reviewer for a journal, hold office in a professional organization, or provide professional consultation.

Community Service/Partnerships: NTT faculty may choose to cultivate partnerships within the community. Some examples might be creating educational programs for area schools, forming partnerships with area schools/agencies to enhance opportunities for participating in field experiences and/or service learning for our students, serving on school boards or working with County Boards of Developmental Disabilities and other community agencies.

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.

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

Faculty Excellence Awards (FEAs) 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.

FEA evaluation is based on criteria similar to those used for reappointment, promotion and tenure review and outlined in this Handbook. To be considered for FEA review, publications, presentations, and other scholarly products must be completed, and grants and awards must be received during the review period. Materials will not be considered for more than one excellence award period (i.e., articles in press in one FEA cycle may not be counted as published articles in a subsequent FEA review).

Faculty members submitting materials for an FEA should consider their work to consistently exceed expectations of what is typically expected of a faculty member, as outlined in this Handbook. Therefore, Faculty members should not submit their materials for an FEA if they perceive their work as meeting basic expectations.

Procedures for review:

1. Within one week of receiving notification of dates and deadlines for FEAs from the Provost’s Office, the School Director will notify faculty of the upcoming review.
2. Faculty who wish to be reviewed for an FEA are responsible for submitting their documentation materials, in accordance with School guidelines, to the School Director by the due date. Each FAC member is responsible for evaluating the materials submitted by each Faculty member for excellence consideration following the objective procedures established by the School. The FAC will collectively recommend to the School Director whether monies should be awarded and number of points (ratings) for each applicant.
3. The School Director will, after consideration of FAC recommendations, make a preliminary determination of FEAs and will notify faculty of the preliminary determination.
4. Faculty members have the right to request reconsideration of the preliminary determination. Such requests will be considered by the FAC, which will, on the merits of the request, make a recommendation to the School Director.
5. The School Director will, after review of any reconsideration materials, transmit the final recommendation to the Dean. The School Director’s final recommendation shall be distributed to each faculty member concerned.

Each time there are Faculty Excellence Awards, existing Faculty Excellence Award criteria and School procedures are to be reviewed and modified, if desired, by the FAC, subject to the approval of the Director. Existing criteria and procedures will also be modified to reflect changes in the Collective Bargaining Agreement. The latest submission form developed by the School is appended to this Handbook as Appendix C.
SECTION VIII
FACULTY GRIEVANCE AND APPEAL PROCEDURES

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.

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.

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 advising to undergraduate students assigned to them and to other undergraduate students who seek such advice, as needed. At the graduate level, advising is conducted by the major professor of the student, and the dissertation, thesis/masters project committee members of the student.

Student Academic Misconduct

The University’s Administrative policy regarding student cheating and plagiarism is included in the University Policy Register.

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.

Transfer Credit Procedure

Vacca Office of Student Services is responsible for the evaluation of undergraduate transfer credit and may consult with a faculty member who teaches the specific course or courses at issue. Questions of transfer credit for other subject areas should be referred to the College office.

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 Office, and the Dean approve the transfer credit.

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.

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 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 and the results are maintained in
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.
SECTION X
CURRICULAR POLICIES AND PROCEDURES

Curricula

Curricular changes may be proposed by any faculty member for consideration by the program area. If the proposal is recommended by the majority of the full-time tenure-track and tenured Faculty in the program, the document is sent to the School curriculum committee for consideration. The proposal must be submitted to the chair of the School Curriculum Committee at least five (5) working days prior to a vote by the group. If the proposal is approved by the majority of members of the School Curriculum Committee, the document is forwarded to the Director. Her/his recommendation is sent to the College for consideration.

If the proposal is approved by the majority of the members of the School Curriculum committee and the Director, the document is then sent to the College Curriculum Committee for consideration. If the recommendation from either School or College committee is not unanimous, a minority report may be submitted with the recommendation.

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.

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 Faculty Excellence Award 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. This time period allows the option for an appeal to be exhausted. Students have a right to inspect the written work performed during a course and discuss the grade with the faculty member.

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
SCHOOL POLICIES

Assignment of Offices

Faculty members are notified by a memorandum when office space allocated to the School becomes available. Faculty members may present the Director with a written request for an office assignment if they would like to move. While the Director may exercise discretionary authority in the assignment of workspace and offices, when possible the Director 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. Faculty members are responsible for moving office supplies, books, journals, files, etc. and assistance is provided when moving desks.

The Director may exercise discretionary authority in the assignment of workspace and offices to other members of the instructional staff (i.e., part-time faculty, Teaching Fellows, and Graduate Assistants) once all regular full-time faculty members have been assigned offices.

Faculty Representation at Commencement

Participation in commencement exercises is an important part of the responsibility of full-time faculty. It shows regard for student achievement and demonstrates not only to the graduates but their parents and significant others the faculty’s pride in such accomplishment.

The School welcomes any faculty member who wishes to volunteer to attend commencement at any time. However, not enough volunteers may step forward each time to provide a sufficient representation. Therefore the School full-time faculty will be asked to attend following a rotation system to achieve a quota of three participating in each exercise.

In order to empower the policy, the following procedures were established:

- Subsequent to each commencement, the list of who has attended will be updated with notations about the dates of attendance.
- The roster of all full-time faculty will be reviewed and those with the longest hiatus between the present time and the last attendance will be identified as those who will attend. Attendance in doctoral commencement will be considered equivalent to participation in undergraduate / master’s commencement.
- The number of full-time faculty from the School attending the undergraduate / master’s commencement will be at least three.
- Should the identified person not be able to attend, it will be that person’s responsibility to provide the name of a substitute faculty member from the school list who will attend. The substitute will have their attendance acknowledged in the next revision of the list.
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, the Dean, 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
ACADEMIC PROGRAMS WITHIN LDES

Doctor of Philosophy Degree Programs

The Doctor of Philosophy degree (Ph.D.) is available within the following programs:

Counseling and Human Development Services. Doctoral study in CHDS in the College and Graduate School of Education, Health, and Human Services at Kent State University is designed to provide advanced level preparation for counselors in various public and private human service and mental health settings as well as preparing individuals for the counselor education professoriate in colleges and universities. The CHDS doctoral program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is approved by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (CSW&MFTB). The CHDS doctoral program makes attempts to attract students from a national and international level. Individuals applying to the doctoral program typically possess or are about to complete a master’s degree in counseling and, so, the faculty works to identify and extend a doctoral student’s knowledge, skills, and attitudes required to become advanced practitioners and counselor educators. The faculty members believe that to perform effectively doctoral level counselors and counselor educators need to have an understanding of educational, supervisory, and counseling processes, competence in scholarly inquiry, and maturity in self development. The faculty believes it important to acculturate students into the high standards of professional behavior. As a result, educational requirements for psychology license are not to be met while pursuing a Ph.D. degree in the CHDS doctoral program.

Educational Psychology. The Ph.D. degree program in Educational Psychology offers advanced study and research opportunities in the psychological aspects of the educational process. Emphases include human learning, developmental and social psychology, training and development, instructional design and technology, effects of human interactions in the educational process, and educational/psychological research. Students in this program will acquire a broad understanding of psychological theory and principles and obtain experience in various applications. Graduates are qualified to teach at the university level and are prepared for professional leadership, instructional design, research, and related activities in a variety of school and alternative educational settings.

School Psychology. The mission of the doctoral program in School Psychology is to develop leaders in applied practice in educational settings. Students are introduced to the scientific literature and a research orientation as the foundation for a data-driven, solution-focused approach to the professional practice of school psychology. Graduates are eligible for Ohio Department of Education licensure as school psychologists, and also have received the required training, practicum, and internship experiences to position them to attain the general psychology license for the independent practice of psychology awarded by the Ohio Board of Psychology.

Special Education. The Ph.D. program in Special Education offers advanced study in all areas of human exceptionality and throughout the life span. The doctoral program is designed to prepare highly qualified, experienced persons for leadership roles and for roles as teacher educators and researchers. Individualized programs of study enable students to master a comprehensive field of emphasis, employ creative intelligence in addressing special educational needs of exceptional individuals, and acquire breadth of understanding of related disciplines, focusing on one or more of the following professional roles: college teaching, research, administration, and clinical or educational services for exceptional individuals.

Educational Specialist Degree Programs

The Educational Specialist degree (Ed.S.) is available within the following programs:

Counseling and Human Development Services. The program can be highly individualized to meet the needs of students having interests in a variety of school or community settings. The degree is an advanced-level practitioner’s degree, and the focus is on practical knowledge and skill. The Ed.S. program requires a minimum of 21 semester hours be completed beyond the Master’s degree for Kent State University graduates or 30 semester hours be completed beyond the Master’s degree for non-Kent State University graduates.
School Psychology. The program prepares students to understand the context of schools and to work effectively with school personnel, parents, and children to resolve learning and behavioral problems. The training model emphasizes a collaborative, problem-solving approach to school psychological practice. Graduates are eligible for Ohio Department of Education licensure as school psychologists, and also have received the required training, practicum, and internship experiences to position them to attain the NCSP (Nationally Certified School Psychology) and licensure for independent practice as school psychologists from the Ohio Board of Psychology.

Special Education. This degree in special education provides an advanced postmaster's program in specialized areas of educational programming for children and youth with disabilities and giftedness; and administration and supervision of special education. The program offers a high degree of flexibility to provide advanced preparation to meet needs for leadership personnel in schools and agencies that provide special education and related services for exceptional children and adults.

Master's Degree Programs

The Master's of Education (M.Ed.) or Master's of Arts (M.A.) is available within the following programs:

Clinical Mental Health Counseling. This master’s degree is a 60 semester hour degree offered in the Counseling and Human Development Services Program. Its mission is to prepare students for employment as counselors in community-based human service agencies (e.g., substance abuse facilities, mental health centers, child and family service agencies, etc.) as well as private practice counseling facilities. The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is approved by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (CSW&MFTB).

Gerontology. This degree provides students with an interdisciplinary course of study and opportunities to participate in aging-related research and community outreach projects. Students are assisted in developing a specialty area in gerontology that will enable them to advance in their professional or academic careers. In addition, HDFS offers a graduate-level Certificate that may be received in conjunction with degrees at the educational specialist’s, master’s, or doctoral levels. Students receive basic preparation in their selected discipline or major while concurrently receiving advanced knowledge and expertise in the field of aging.

Human Development and Family Studies. This degree provides students with advanced knowledge in the fields of family sciences and human development and the opportunity to develop multidisciplinary research and community outreach skills. Coursework in this concentration enables students to apply to become Certified Family Life Educators (CFLE). HDFS graduates are prepared for leadership and teaching positions in social services, junior and community colleges and cooperative extension, and for pursuing doctoral-level study.

Instructional Technology. Three concentrations are available: Instructional Technologist, Instructional Computing, and Educational Media Specialist. The Instructional Technologist option is appropriate for teachers who wish to integrate the use of technology into their curricula. It is also designed for individuals wishing to obtain positions involving instructional development, administration, or production of technology-based materials in settings such as colleges, hospitals, businesses, industries, or government organizations. The Instructional Computing Master’s Degree includes a Computer/Technology endorsement from the state of Ohio. It is designed to prepare students for positions as professional consultants and technology coordinators at schools and districts. The Educational Media Specialist concentration is designed to prepare students for positions in school media centers and libraries. Library/Media Specialist licensure from the state of Ohio is available with or without the master’s degree, and it is offered in conjunction with the School of Library and Information Science. Individuals applying for this licensure must hold a teaching certificate. Students without a certificate may earn one, along with the licensure, by enrolling in the Initial Licensure option which is offered.

Rehabilitation Counseling. The purpose of this program is to prepare professional counselors who serve the personal, social, and vocational concerns of people with disabilities in a variety of service delivery settings. Fully accredited by the Council on Rehabilitation Education, the curriculum features a blend of laboratory clinical training; formal scholarly inquiry regarding the psychological, economic, and social implications of disability; and field-based practicum, and internships. The program provides generalist training that qualifies graduates to sit for the national Certified
Rehabilitation Counselor examination. Students may elect to take specialty courses to prepare them for licensure in the State of Ohio as Professional Counselors and Professional Clinical Counselors. Students may also complete specialty training in specific areas of rehabilitation counseling such as Transition and Supported Employment, Job Development and Placement, Deafness Rehabilitation, and Assistive Technology. Graduates of the program work in a variety of rehabilitation settings including substance abuse treatment, mental health agencies, the state Vocational Rehabilitation program, independent living centers, public schools, student disability services in higher education, the Veterans Administration, hospitals and post-acute medical facilities, geriatric services, medical and vocational case management firms, and private industry employee assistance programs.

School Counseling. The School Counseling master’s degree is a 49 semester hour degree offered in the Counseling and Human Development Services Program. Its mission is to prepare students for employment as professional school counselors in K-12 institutions. The School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is approved by the Ohio Department of Education (ODE).

Special Education. The Master’s Degree Program in Special Education prepares professionals who want expertise across the age span. Preparation for roles in school settings as teachers, consultants, and supervisors are possible. Intervention Specialist license may be obtained in the areas of mild/moderate educational needs, moderate/intensive educational needs, deaf education, early childhood, and gifted.

Bachelor’s Degree Programs

A Bachelor’s degree is available within the following programs:

Human Development/Family Studies. This program prepares graduates for professional careers working with children, youth, adults and families in social and human service settings. Core coursework focuses on lifespan development, and family issues and processes. Students are provided the opportunity to develop areas of professional expertise by selecting one of five concentrations: Child and Youth Development; Family Life Education, Case Management for Individuals and Families; Gerontology; and Nursing Home Administration (NHA). The first concentration addresses the critical need for well-trained child and youth care workers by preparing students for Provisional Certification as Professional Child and Youth Care Practitioners (CYC-P). The second concentration was developed using the standards set by the National Council on Family Relations to enable graduates to apply to become Certified Family Life Educators (CFLE). The CFLE designation provides documentation of the quality of the academic and professional preparation HDFS graduates receive.

Special Education. The undergraduate degree program in Special Education is designed to prepare teachers to work with children, youth, and adults in the areas of mild/moderate educational needs, moderate/intensive educational needs, deaf education, and gifted. In addition, students can pursue the areas of transition to work and educational interpreting.
Kent State's Special Education program is comprised of faculty from several specialty areas (e.g., autism, deaf education, developmental disabilities, emotional and behavioral disorders, infants and toddlers, learning disabilities, transition) and offers undergraduate, graduate, and doctoral degrees in addition to initial and secondary licenses, endorsements, and certificates. Special Education faculty prepare personnel to work with children and students from birth through adulthood. Graduates of the Special Education program are highly qualified to work with a variety of professionals and a variety of settings including, but not limited to: schools, hospitals, child care centers, homes, residential facilities, county board agencies, businesses, and center-based schools.

The overall mission of the Special Education program is to improve the lives of individuals with exceptionalities, their families, and the professionals who work with them. Faculty work toward meeting our mission by preparing highly competent educators, service providers, researchers, and leaders. We believe that conducting and using research will inform and improve the programs and services available and it is imperative that we provide leadership for, and advocacy of, the discipline and its stakeholders.

In general, expectations for pre-tenured Faculty center on establishing one or more lines of research, gaining confidence in the scholarship of teaching and learning, and becoming a productive and supportive citizen through service to the program, school, college, university, community, and/or the profession. Expectations for post-tenured faculty center on leadership in the larger context of the special education and related fields, maintaining an ongoing line(s) of research, continuing to document effective teaching and mentoring of pre-tenured Faculty and students, as well as continuing to contribute to the program, school, college, university, community, and profession. Regardless of rank or years in service, all Faculty are evaluated in terms of their research, teaching, and service.

RESEARCH: We expect Faculty to conduct an on-going line(s) of inquiry through applied, experimental, and/or theoretical research using any combination of accepted research methodologies and analyses as appropriate to the research question (e.g., quantitative, qualitative, single subject, economic analyses, mixed-method). We expect research to be disseminated through peer-reviewed and other outlets (e.g., journals, texts, presentations/meetings, grant applications, academic/training materials). The work of the Faculty may be disseminated through a variety of formats (e.g., print, virtual, electronic, multi-media). We expect research efforts to be ongoing and have one or more major themes.

Publications: For tenure and promotion to associate professor, we generally expect eight quality publications. Of the eight, a minimum of six must be in refereed journals where the candidate made substantial, meaningful contributions (both to the product and to the field) as documented in their contextual statement. Because we respect and value a variety of publications, the remaining required publications could include different types of dissemination outlets (e.g., invited works, chapters, monographs, books, reports, white papers). In special education, publications are often collaborative endeavors and are frequently used to disseminate research knowledge to a broad audience of stakeholders/consumers (e.g., teacher educators, policymakers, practitioners, researchers, families). However, in the case of collaborative efforts, for promotion it is important that the candidate demonstrate a leadership role in the majority of publications as documented in their contextual statement. Lastly, a substantial, funded, and approved (not necessarily funded) competitive grant application may be considered as refereed publication.

For promotion to full professor, we expect Faculty to maintain productive trajectories in publishing their work and that the work has evidence of making a substantial contribution to the field that is nationally and/or internationally recognized. In addition, Faculty are expected to be positively reviewed for this rank by non-affiliated peers who hold rank.

For tenure, promotion to associate, and promotion to full, we consider the quality of each publication and its significance for the field of special education and/or related fields. Faculty are expected to use their contextual statement to clearly articulate the merits of each publication. We evaluate the quality and significance of a publication based on a number of factors including, but not limited to:

- contribution to the field (e.g., original research; applied research; research synthesis; conceptual contribution)
- journal characteristics (e.g., prominence in the field; readership/circulation; affiliation with professional organizations; appropriateness to topic/focus; acceptance rates of journal, impact factor)
- candidate's role/contribution (e.g., candidate's role in publishing the manuscript; collaboration with other KSU faculty, scholars in the field, students, and/or scholars in related disciplines)

In accordance with the significance we place on a variety of ways to impact the field and the wide range of stakeholders who are consumers of our research, we value many types of peer-reviewed journals as outlets for faculty work. Specifically, we value journals (and other types of peer-reviewed outlets) that focus on one or more of the following areas: research; dissemination of knowledge to practitioners; specific disabilities or specific issues in special education; cross-disciplinary and/or related field issues, scholarship of teaching and learning; and/or issues related to policy. The following is an alphabetical listing of examples of peer-reviewed journals and their foci. This list is not meant to be inclusive, but instead, to provide primary examples of the types of journals we value in special education.

### Areas of Focus (Key)
- R = Research
- P = Practitioners
- SD/I = Specific Disability or Issue
- SoTL = Scholarship of Teaching and Learning
- Pol = Policy
- APO = Association with a Professional Organization

### Sample List of Journals
- American Journal on Intellectual and Developmental Disabilities (R, APO, Pol)
- American Journal of Speech-Language Pathology (R, P, APO)
- Behavioral Disorders (R, SD/I, APO)
- Career Development for Exceptional Individuals (R, P, Pol)
- Deafness and Education International (R, P, SD/I)
- Early Childhood Education Journal (R, P)
- Early Childhood Research Quarterly (R)
- Exceptional Children (R, APO, SD/I)
- Focus on Autism and Other Developmental Disabilities (P, SDI)
- Intervention in School and Clinic (P)
- Journal of Applied Behavior Analysis (R, SD/I)
- Journal of Applied Rehabilitation Counseling (R, P)
- Journal of Autism and Developmental Disorders (R, SD/I)
- Journal of Child and Family Studies (R, SD/I)
- Journal of Deaf Studies and Deaf Education (R, P, SD/I)
- Journal of Disability Policy Studies (R, Pol)
- Journal of Early Intervention (R, APO)
- Journal of Emotional and Behavioral Disorders (R, SD/I)
- Journal of Learning Disabilities (R, SD/I, APO)
- Journal of Positive Behavior Supports (R, SD/I, P)
- Research and Practice for Persons with Severe Disabilities (R, Pol, APO)
- Journal of Special Education (R)
- Journal of Vocational Rehabilitation (R, APO, P, Pol)
- Language, Speech, and Hearing Services in Schools (P, R, APO)
- Learning Disabilities: A Multidisciplinary Journal (R, SD/I, P)
- Odyssey (P) Remedial and Special Education (R)
- Sign Language Studies (R, P, SD/I)
- Teacher Education and Special Education (R, SoTL, APO)
- Teaching Exceptional Children (P, APO)
- Teaching Young Exceptional Children (P, APO)
- Topics in Early Childhood Special Education (R)
**Presentations**: We expect Faculty to disseminate their research to the community and field through local, state, and national/international presentations. In order to be promoted and tenured, Faculty are expected to participate in a minimum of five peer-reviewed presentations and/or invited presentations (e.g., keynote address, panel discussion, featured speaker) of national/international significance (e.g., conferences of national organizations, briefings to legislators, webinars). For promotion to full professor, we expect Faculty to maintain productive trajectories in presentations and that the work has evidence of making a substantial contribution to the field that is nationally and/or internationally recognized.

**External/Internal Support**: We expect Faculty to actively seek the support (e.g., funds, equipment, software, datasets, personnel) needed to conduct their research. Examples of acceptable ways for Faculty to support their research include participation in competitive grants/contracts, expert consultations, and/or collaborative projects with other institutions, agencies, or schools. We encourage collaborative, interdisciplinary work across faculty and institutions and where possible, include opportunities for support and mentorship of students. For promotion to full professor, we expect faculty to maintain productive trajectories in extramural support.

**Teaching**: Special education defines and evaluates teaching by the broadly used term scholarship of teaching and learning (SoTL), which can be conceptualized as “scholarly inquiry into adult learning (preservice and inservice) which advances the practice of teaching by sharing this research publicly.” The scholarship of teaching and learning involves constant reflection of the process and outcomes of teaching and learning and acknowledges the contextual nature of teaching.

Faculty practicing the scholarship of teaching and learning focus on change as they develop their practice through a cycle of action, reflection, and improvement. Therefore, evidence of teaching effectiveness is demonstrated through constant reflection, change in practice, and improvement, and does not rely solely on university summative student evaluations.

Faculty are encouraged to systematically evaluate and examine their teaching and disseminate findings at local, state, and national/international levels through publications and presentations. The process by which Faculty systematically evaluate and improve their teaching must be included in their contextual statement. Faculty (pre-tenured and tenured) may demonstrate competence in the SoTL as evidenced by a variety of means. Examples can include:

- involvement in the university teaching council
- involvement in the faculty professional development teaching scholar's program and/or learning communities
- involvement in establishing a meaningful line of inquiry around effective teaching practices
- demonstration of teaching efforts that reflect consideration and modification of teaching practice based on data and feedback
- incorporation of evidence-based instructional strategies
- recognition by teaching awards and/or
- formative and summative feedback related to student outcomes

We also value Faculty who take measures to remain current and relevant in the SoTL as demonstrated through attendance/participation in conferences and/or learning communities related to the SoTL as well as in effective teaching instruction to best prepare special education candidates. We value formal and informal reviews of teaching by students, self, and/or peers who are considered experts in androgy. Lastly, regardless of level (undergraduate, master’s, doctoral), faculty are expected to be responsive to the needs of students and provide high quality and sustained mentorship through their duties as advisors, committee members, and/or thesis/dissertation directors.

**External/Internal Support**: We value Faculty who actively seek the support (e.g., funds, equipment, software, datasets, personnel) needed to engage in SoTL. Examples of acceptable ways for Faculty to support their SoTL include participation in competitive grants/contracts, expert consultations, and/or collaborative projects with other institutions, agencies, or schools. We encourage collaborative, interdisciplinary work across Faculty and institutions and where possible, include opportunities for support and mentorship of students.
SERVICE/ PARTNERSHIPS: We expect Faculty to be engaged, responsive to one another and students, participate in growing and promoting the special education program, as well as contributing to the school, college, university, community, and field. There should be a clear progression in the level of service over their career (e.g., may start off with program and/or school level service and progress by adding work for the college, university, and profession). Some amount of service is expected of Faculty each year (e.g., committee membership, journal editorial board membership, program development, accreditation reviews, developing partnership with community agencies). In particular, Faculty are expected to cultivate partnerships within the community. Some examples might be creating educational programs for area schools, forming partnerships with area schools/agencies to enhance opportunities for participating in field experiences and/or service learning for our students, serving on school boards or working with County Boards of Developmental Disabilities, and other community agencies. For service we require Faculty to clearly articulate within their contextual statement how they have contributed to the program, school, college, university, community, and/or field. At the level of promotion and tenure, we expect successful candidates to have participated in campus service and encourage service to national and state level organizations to establish national visibility. For promotion to full professor we expect increasing levels of service through University level committee membership as well as other opportunities (e.g., coordination of the program, committees on national organizations, journal editorial membership, graduate faculty representative service). We also expect that those Faculty seeking the rank of full professor will be contributing members of their disciplines through such activities as (but not limited to) participation in learned society activities, journal editorial board membership, and/or accreditation reviews.

External/Internal Support: We value Faculty (pre-tenured and tenured) who actively seek the support (e.g., funds, equipment, software, datasets, personnel) needed to serve the program, school, college, university, community, and/or profession. Examples of acceptable ways for Faculty to engage in seeking support for the service activities include participation in competitive grants/contracts, expert consultations, and/or collaborative projects with other institutions, agencies, or schools. We encourage collaborative, interdisciplinary work across Faculty and institutions and where possible, include opportunities for support and mentorship of students.

NTT faculty in special education are required to follow through with NCATE assessments, mentor students in rigorous field-based experiences, and teach at the undergraduate and graduate levels. We value NTT faculty who can participate in diverse ways including those who (a) excel in the scholarship of teaching and learning as defined previously for Special Education faculty, (b) participate in growing and promoting the special education program, and (c) contribute to the program, college, university, or field as well as who develop and foster partnerships with community agencies.
APPENDIX C
MATERIALS FOR FACULTY EXCELLENCE AWARDS

With regard to documentation, the desire is to gather enough material to have a fair and adequate evaluation and yet not submit material to the extent that applying for such faculty excellence funds becomes unduly burdensome. To best meet such desire, documentation materials are to be organized as a concise summation of a Faculty member’s activities that have occurred during the FEA period. As such, Faculty members who wish to be reviewed will prepare a succinct application that provides objective justification for each FEA request. Faculty may apply for an FEA in (1) Teaching/Service, and/or (2) Research/Creative contributions, consistent with the Collective Bargaining Agreement. The application will consist of three or fewer pages for each FEA request (i.e., one application for Teaching/Service FEA and one application for Research/Creative Contributions FEA), not including vita.

Within the three-page application, a Faculty member will provide brief documentation of his or her activities using a combination of short narratives, bulleted inventories, and/or tables, which allow for quick review. As general guidance: (a) no achievement may be listed in both the Teaching/Service and Research/Creative Contributions categories and (b) the FAC reserves the right to seek additional materials or clarification if they believe doing so is important to making an adequate and fair recommendation. Specific recommendations for each FEA request follow:

- For those applying for a Research/Creative Contributions FEA: A summary and/or list of publications, presentations, various editorial activities, applications for extramural funding, consultancies within school districts or other evidence of research or creative contributions that occurred during the award period shall be provided. It is encouraged that documentation of such activities be prepared using tables and/or direct citations from the faculty member’s curriculum vitae.

- For those applying for a Teaching/Service FEA: A summary and/or list of courses taught, advising load, graduate committees served, peer reviews, or other evidence of excellent teaching that occurred during the award period shall be provided. Applications for a Teaching/Service FEA are required to contain: (a) mean scores from item #19 of the Student Survey of Instruction (SSI) for each class taught during the time period for which the FEA is given. A summary and/or list of service responsibilities to the program/School/College/and or University and one’s discipline or profession shall be provided. Examples include, but are not limited to serving as a Program Coordinator, Director of a Center, or executive officer in a professional society. In addition, student advisement and efforts in support of student recruitment and retention activities may be summarized or listed.

Each FAC member will individually rate the applicant’s file on a three-point scale

- 0 = Work is perceived to be meeting basic job expectations
- 1 = Work is perceived to exceed basic job expectations
- 2 = Work is superior and perceived to far exceed basic job expectations

Each FAC member will turn in their ratings to the School’s Administrative Assistant, who will then add the total points for all Faculty in each of the two categories. The Administrative Assistant also will prepare a matrix of total points awarded to each candidate for each category. The School’s Administrative Assistant must keep the raw data (i.e., each FAC member’s ratings) in case appeals are made.

The FAC will meet and discuss the ratings of the pool. (Faculty names will be removed from the ratings by the Administrative Assistant.) Clusters within the distribution of ratings will be agreed upon by the FAC. The same dollar allocation will be made to Faculty who fall within the same cluster. Allocations for each Faculty member within a cluster will be based on the number of clusters within the total distribution; e.g., in a three cluster distribution within a category each faculty member with the highest merit would receive 3 units of the total allocation. A cluster at the bottom of the ratings may be deemed by the FAC as work that is not viewed as being above average and, therefore, not warranting an FEA.