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PREAMBLE

This Handbook is written to implement University policy, to facilitate governance in the Regional College (hereinafter referred to as College), and to serve as a source of information for the College’s faculty and administrative staff. It is recognized that all provisions in this handbook shall not be in violation of the following documents:


2. Collective Bargaining Agreement hyperlinks:
   - Tenure/Tenure Track CBA
   - Full-time Non-Tenure Track CBA

Mission of the Regional College

The Regional College was created to provide a curricular home for degrees and courses unique to the Regional Campuses; therefore, some of the traditional functions of a university college are not done by the Regional College. Faculty who are appointed to the Regional College teach at the regional campuses in one of the approved Regional College programs. Additional program areas may be added as the regional campuses develop new programs.

The objectives of the College are to:

1) Develop and maintain a commitment to undergraduate and graduate education which is commensurate with the goals and mission of Kent State University;
2) Create an academic environment which promotes the intellectual and professional development of students and faculty;
3) Provide programs for all students which meet the educational and technological demands of the disciplines represented in the College;
4) Create courses in cognate academic disciplines and professional fields which provide the necessary base for the career goals of students and faculty;
5) Implicit in these objectives is our responsibility as educators, which includes but is not limited to educating, promoting lifelong learning, and clarifying the role and philosophy of education.
6) A commitment to scholarly activity means creating and maintaining a significant intellectual environment and achieving our broader commitments to the advancement of knowledge and service to the public.
7) Service to the University and to the general public unifies and clarifies the role of the University in the local community, in the State of Ohio, nationally and internationally, and is valued within the College and the University.
I. Matters of Academic Unit Governance and Related Procedures

All references to the members of the Faculty of the College as a whole in this handbook will be designated by the term “Members” with the first character of the word capitalized.

A. Administrative Structure

The Regional College Dean (hereinto will be referred to as RC Dean) is the chief administrative officer of the College and reports directly to and is accountable to the Vice President for Kent State System Integration. The RC Dean is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular consultation with the CAC and tenured and tenure-track faculty (hereinafter “TT faculty”), full-time non-tenure track faculty (hereinafter “FTNTT faculty”) and the College’s committees.

Other Regional College administrative positions are nursing and health science program directors and may be clinical coordinators, Engineering Technology program director, Veterinary Technology Program director. These positions provide administrative oversight and accreditation compliance to these academic programs. The positions are appointed, supervised, and evaluated by the appropriate administration of the respective regional campus.

The Regional College does not have subordinate academic departments or schools. Three academic divisions—Applied Business, Health Professions, and Engineering Technology and Professional Studies have been established to insure appropriate representation on Regional College committees and transacting other curricular business within the College. Program areas which are offered at more than one campus and do not have program directors may appoint a Lead Faculty member whose duties are outlined in Section I-G.

Faculty in the Regional College are tenured, tenure-track, and FTNTT regional campus faculty who represent the program areas within the Regional College.

B. Academic Divisions and Program Areas

1) The Regional College comprises the following Academic Divisions and Program Areas:

   a. **Academic Division: Applied Business (AB)**
b. **Academic Division: Health Professions (HP)**
   Program Areas: Nursing Technology, Occupational Therapy Assistant Technology, Physical Therapist Assistant Technology, Radiologic Technology, Radiologic Imaging Sciences, and Respiratory Therapy Technology.

c. **Academic Division: Engineering Technology and Professional Studies (ETPS)**

2) **The Regional College offers coursework leading towards the following degrees:**

   - List of Regional College Bachelor degree programs
   - List of Regional College Associate degree programs

C. **Faculty Involvement in Regional College Governance**

   All Members are qualified to participate in the governance of the College.

   Recognizing the importance of collegiality and shared governance, the RC Dean will regularly consult with the relevant faculty bodies; i.e., College Advisory Committee (CAC) and College Curriculum Committee (CCC).

D. **Assemblies and Meetings**

   1) **Assemblies**
      
      The RC Dean will convene the Members at least twice per academic year, preferably the week prior to the Fall Semester and once during the Spring Semester.

   2) **Special Meetings**
      
      Special meetings of the Members may be called at the discretion of the RC Dean, by the request of 50% of the CAC, or by a petition of 25% of the Members. A minimum of one week’s notice is necessary. Minutes will be recorded for all Special meetings and will be distributed to the Members and any other relevant parties.

E. **Committees**

   The membership, structure, and function of the College's committees --are governed by University Policy Register, the T/TT *Collective Bargaining Agreement*, and College
Advisory Committee (CAC) - The Regional College is an independent college which does not have subordinate academic departments or schools; therefore the CAC shall undertake the governance responsibilities and advisory roles identified separately for FACs and CACs in the Collective Bargaining Agreement. Although priority will be given to TT faculty, FTNTT Faculty are eligible for membership on the CAC/CCC as long as TT faculty constitute a majority of the membership.

1) College Advisory Committee (CAC):

a. Membership:
   i. The CAC will consist of three tenured or tenure-track (TT) and one non-tenure track (FTNTT) faculty member from the Applied Business division; three TT and one FTNTT faculty from the Health Professions division; and three TT and one FTNTT from the Engineering Technology and Professional Studies division. Although priority will be given to TT faculty, FTNTT Faculty are eligible for membership on the CAC in the event that TT Faculty are not available.

b. Elections:
   i. CAC elections will be held by all full-time Faculty within each Academic Division at the spring semester assembly for the upcoming year (fall, spring, and summer semesters).

c. Responsibilities:
   i. The CAC will discharge their responsibilities per the applicable provisions of the Collective Bargaining Agreement.
   ii. The RC Dean shall consult with the CAC in establishing any ad hoc committee. The Dean will ask the CAC for committee membership recommendations.
   iii. The CAC and RC Dean will recommend the content of the Regional College Handbook, as well as review the Handbook every three years. Revisions to the Handbook will follow the procedures outlined in “I-H”.
   iv. The CAC will annually elect a tenured faculty member to sit on the Provost’s Advisory Council (PAC). This person can serve for multiple terms.

d. Meetings:
   i. Meetings of the CAC will be called by the RC Dean. ii. A convener will be elected (annually) among the T/TT members of the CAC at the first meeting of the academic year to; he or she would preside over meetings in the absence of the dean; consult with the dean in preparation and distribution of agenda; and develop and distribute minutes to RC faculty in a timely fashion as mandated by the CBA.
   iii. A quorum is a simple majority of the voting members.
   iv. Passage of a motion requires an affirmative vote of a simple majority of the members present, provided there is a quorum. Motions may also be voted on electronically.
2) **Reappointment, Tenure, and Promotion (RTP) Committee (serves as the academic unit)**
   a. Membership:
      i. The RTP Committee consists of all tenured members of the CAC plus all tenured faculty in the College with the rank of Professor.
      ii. The RC Dean will serve as the chairperson and non-voting member of the RTP Committee.
   b. Responsibilities:
      i. The RTP Committee will review, vote, and will make recommendations regarding candidates to the RC Dean for reappointment, tenure, and promotion. This responsibility will be in accordance with University Policies.
   c. Meetings:
      i. The RTP Committee will meet as deemed necessary and in accordance with deadlines established by the University’s reappointment, tenure, and promotion procedures.

3) **College Curriculum Committee (CCC)**
   a. Membership:
      i. The voting membership will be comprised of three tenured or tenuretrack (TT) and one non-tenure track (FTNTT) faculty member from the Applied Business division; three TT and one FTNTT from the Health Professions division; and two TT and one FTNTT from the Engineering Technology and Professional Studies division. The TT faculty shall constitute the of the membership of the CCC. Although priority will be given to TT faculty, FTNTT faculty are eligible for membership on the CCC in the event that TT faculty are not available.
      ii. The RC Dean (or the RC Dean’s designate) will be the chair and exofficio, non-voting member.
      iii. A convener will be elected (annually) among the T/TT members of the CAC at the first meeting of the academic year to; he or she would preside over meetings in the absence of the dean; consult with the dean in preparation and distribution of agenda; develop and distribute minutes to RC faculty in a timely fashion as mandated by the CBA; and ensure proper curricular processes are followed.
   b. Responsibilities:
      i. The CCC will establish and the RC Dean will distribute to the Members all guidelines and deadlines for curricular proposals immediately after the first Fall meeting.
      ii. All curriculum proposals shall originate within respective program areas and shall be distributed to all faculty who teach within the
program. All Regional College program areas impacted by the proposed curricular changes shall be consulted prior to submission of the proposal to the CCC. Consultation is the responsibility of the program area lead faculty/coordinators/program directors. Documentation of such consultation shall be in writing and included with the curricular proposal submitted to the CCC and EPC. Curriculum proposals shall have the majority approval of the program area faculty prior to submission to the CCC.

iii. The CCC will make recommendations to the RC Dean for changes in academic programs proposed by program areas within the Regional College. The RC Dean shall forward all approved curricular proposals to the appropriate hierarchical higher level.

c. Meetings:
   i. The committee will meet as scheduled during the academic year. ii. A quorum is a simple majority of voting members. iii. Passage of a motion requires an affirmative vote of the simple majority of the members present, provided there is a quorum. Motions may also be voted on electronically, but passage will require approval of a majority of all members of the CCC.
   iv. The secretary will be responsible for recording minutes and distributing approved minutes of each meeting to the Members.

4) **Program Areas Curriculum Committee (PACC) may be established by respective program areas**

   a. Membership:
      i. These committees shall be comprised of full time faculty in their respective program areas. Lead Program faculty, where applicable, shall be elected from the specific PACC at the spring semester meeting for the upcoming year (Fall, Spring and Summer semesters).
   b. Responsibilities:
      i. The program area curriculum committee will establish, review, and revise all curriculum proposals among related programs areas within the respective division and other curricula within the University. ii. The program curriculum committee shall approve all matters related to program articulation internal and external to the University. iii. The program area curriculum committee will develop internal and external review mechanisms to ensure quality of instruction and appropriateness of curricula.
      iv. The program area curriculum committee will provide guidance for system-wide marketing and workforce development efforts for the Regional College programs.
   c. Meetings:
      i. The program area curriculum committee will schedule meetings as necessary. ii. A quorum is a simple majority of voting members.
iii. Passage of a motion recommending any curriculum revision requires an affirmative vote of the majority of members present, provided there is a quorum. Motions may be voted on electronically as determined by each respective Program Area.

iv. Minutes will be recorded at all Program Area Committee meetings.

F. Curriculum Responsibility and Oversight
Responsibility for program requirements, course description, course outlines, curricular revisions, and catalog information lies with the Program Area where the degree is housed.

- Each regional college course will reside within a Program Area that has responsibility for course development, review, revisions, and curricular changes.
- The instructional delivery of courses and maximum enrollment per section will be determined by the Campus Dean or designee in consultation with the fulltime faculty in the program area at the respective campus.
- Full-time faculty members shall develop specific course and curriculum revisions within their respective program area.

After approval by the Program Area Curriculum Committee, if applicable course and curriculum proposals are forwarded to the CCC.

G. Program Area Lead Faculty
1) Selection:
   a. At the spring assembly meeting, any Academic Division with Program Area Lead Faculty shall recommend to the RC Dean a faculty member from the program area (TT if the unit has TT faculty, or FTNTT if no TT are available to serve) to serve a renewable two-year term as Program Area Lead Faculty beginning with the fall semester. If the RC Dean does not accept a recommended candidate, then the RC Dean will provide a written statement to the program faculty explaining his/her rejection of the recommendation. The Academic Program faculty will then make a new recommendation. In the absence of an eligible faculty member willing to serve, the RC Dean will appoint an Interim Program Area Lead Faculty in consultation with the program area faculty. The Interim Program Area Lead Faculty member will serve until an eligible faculty member is appointed.

   b. Program Area Lead Faculty will be given an appropriate load assignment each academic semester.

2) Responsibilities:
The Program Area Lead Faculty (Full-time Faculty appointment) or Program Directors/Coordinators (Administrative appointment) are responsible for the following:
a. Approve course substitutions, transfer credit evaluations, and special petitions for their respective program area.
b. Coordinate curriculum development efforts.
c. Review the faculty credentials and experience of individuals who are being considered to teach courses within the program and approve the courses the individual is eligible to teach based on the credential review and experience. All recommendations will be forwarded to the Regional College Dean.
d. Submit all proposed program changes to the CCC for approval.
e. Recommend tenured Faculty to provide peer teaching evaluations when requested by College faculty in their respective Program Area.
f. Provide final approval of special-topics courses through consultation with the program curricular body.
g. Work with other Program Areas and Academic Divisions on common issues across all curricula.
h. Verify the accuracy and distribution of program requirement sheets, advising sheets, catalog copy and roadmaps.

H. Amendments or Revision of Handbook

Amendments, revisions, and approvals:

The implementation, modification, amendment and revision of this Handbook are governed by the applicable Collective Bargaining Agreements. The College Advisory Committee 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 RC Dean or by the faculty. Proposed amendments, modifications and revisions to this Handbook which receive support from two-thirds of the College Advisory Committee will be considered a positive recommendation to the RC Dean. All modifications, amendments and revisions of the Handbook require the approval of the RC Dean and the Provost. In reviewing this Handbook, the RC Dean may request revisions before lending final approval. Further, the RC Dean may direct that the Handbook be modified, amended or revised to reflect changes in College or University policy.

II. Teaching Assignments and Workload Including Workload Equivalencies and Related Procedures

Section II to be developed as directed by faculty and the CAC.

III. Reappointment, Tenure and Promotion Criteria and the Criteria and Processes Relating to Other Faculty Personnel Actions

Identifying and determining the need for a faculty position is initiated in a Regional Campus by the respective Campus Dean and the respective Campus Faculty Council.

If applicable at least one faculty member from the Regional College program area, other than the campus, will be represented on the search committee.

The minimum academic credential for initial appointment to a TT or FTNTT faculty position will vary among the diverse discipline areas represented in the College. For programs with specialized accreditation all appointments shall meet or exceed the standards specified in the accreditation essentials/criteria. This shall include current Ohio or National licensure and certification within the discipline. For faculty in disciplines without specialized accreditation the minimum academic credential shall be a Master’s degree in the appropriate discipline and may include additional certifications, licenses, and work experience. Faculty who are appointed to teach graduate courses shall have a terminal degree within the discipline.

Academic rank is a function of the combination of earned academic credentials and demonstrated experience. Faculty rank for FTNTT faculty shall be in accordance with the
Non-Tenure Track Collective Bargaining Agreement, Article IX, section 10. At the time of appointment, academic rank for tenure track faculty will be made by appointing regional campus and will take into consideration the degree(s) of the candidate and relevant experience, intellectual property and research. The assistant professor rank is normally the entry level rank for TT faculty. The associate professor rank presumes prior service as an assistant professor, significant academic achievements, possession of a terminal degree and significant body of scholarly work.

All candidates standing for promotion in rank must provide a body of work that is significant and has been accomplished since their last personnel action (reappointment, tenure or promotion.)

All faculty members are required to provide curriculum vita (CV) to the RC Dean’s office. The faculty member’s CV must be updated annually.

A. Reappointment, Tenure, Promotion (TT)

Reappointment, Tenure, and Promotion (RTP) are conducted annually in accordance with the RTP guidelines issued by the Office of the Provost. The sections below delineate specific criteria for each Academic Division.

The primary obligation of the Regional College faculty is toward teaching and service activities. However, there are expectations of accomplishment within each of the categories of teaching, research and service activities. The primary thrust of these activities will be directed toward professional development to update technical knowledge through professional associations, consultative professional practice, publication, and individual study and/or formal educational programs and seminars.

1) Teaching:

Student evaluations and peer reviews of faculty performance are important sources of information, both for the individual faculty member in his/her professional growth and for the University, especially in regard to reappointment, tenure, and promotion. Each regional campus has established mechanisms to accomplish the goal of teaching evaluations in accordance with University policy and the CBAs. It is expected that personnel reviews of Regional College faculty will provide information that reflects meaningful and on-going evaluation of teaching performance by students and peers.

Student Evaluations. A standard university-wide Student Survey of Instruction form is used. Procedures for administering these surveys must be followed, per the specific regional campus. It is expected that student evaluations for every class taught during the probationary period for tenure-track faculty not yet tenured will be provided. All faculty standing for promotion will provide student evaluations for the
time period that begins with the start of their time in the lower faculty rank or the time since they were tenured.

**Peer Evaluations.** Faculty members- Tenure track and nontenure track members undergoing full performance reviews (does not apply to FTNTT simplified reviews) are expected to have a minimum of two peer evaluations per academic year, at least one half of these from within their Program Area or closely related Program Area.

Faculty teaching web-based courses are responsible for making necessary arrangements for the evaluation of their web based offerings. Furthermore, it is the responsibility of faculty teaching web based courses to ensure that appropriate evaluation instruments are utilized and that timely access to web based course materials is made available to the evaluator so that an effective and meaningful peer evaluation can occur.

The peer review process is a chance for colleagues to see a more complex picture of student learning. Although student summaries of instruction provide a degree of insight into teaching and learning, peer reviews provide an opportunity to present a more complete picture of teaching. It would be helpful to reviewers if candidates would provide a rationale for their selection of chosen reviewer/s.

**Additional Evaluations.** Faculty are encouraged to use additional methods of evaluating teaching and learning, which may include development of a teaching portfolio, experts in the field from outside the University, student focus groups, and other forms of scholarly examination of teaching.

The Regional College expects candidates for reappointment to be moving from developing teachers in initial years of review to excellent teachers for tenure and to teacher-leaders for promotion. All faculty standing for personnel review are expected to provide a thoughtful statement of teaching philosophy and self-assessment. When necessary, faculty shall provide evidence of responding to unfavorable SSIs or peer review, as well as evidence of course improvement over time.

The following descriptions suggest ways for all faculty members within the Regional College to provide evidence of teaching status.

**A Developing Teacher**

- Engages in innovative teaching practices
- Participates in faculty professional development applicable to classroom teaching
• Develops meaningful assignments, assessments, and other teaching artifacts
• Assesses effectiveness of student learning
• Reflects on teaching and teaching evaluations with action plans for improvement
• Has a record of good peer and student evaluations.

An Excellent Teacher
• Develops curricula
• Develops teaching-related publications and presentations
• Involves students in classroom research and/or service learning
• Advises and mentors students
• Engages in innovative teaching practices
• Participates in faculty development related to classroom teaching
• Develops meaningful assignments, assessments, and other teaching artifacts
• Reflects on teaching and teaching evaluations with action plans for improvement
• Has a record of consistently good peer and student evaluations.
• Nomination for, or recipient of, Campus Teaching Award
• Documented and effective innovation in pedagogy and/or use of classroom technology
• Participation in Program Advisory Board
• Authorship of a new course or major revision of an existing course
• Integration of emerging subjects/materials into courses and curricula.

A Teacher Leader
• Develops community partnerships for learning
• Assesses effectiveness continuously
• Develops teaching-related publications and presentations
• Involves students in classroom research and/or service learning
• Advises and mentors students and/or other faculty members
• Engages in innovative teaching practices
• Participates in and conducts faculty development related to classroom teaching
• Develops meaningful assignments, assessments and other teaching artifacts
• Reflects on teaching and teaching evaluations with action plans for improvement
• Consistently earns excellent peer and student evaluations
• Receives recognition for teaching excellence, i.e., University or external Teaching Award
• Initiation and leadership in the creation or redesign of a degree, concentration, or certificate
• Direction of undergraduate student research project that leads to presentation or publication

2) Professional Development/Research:
The Regional College expects tenure-track faculty members to engage in scholarly pursuits. Candidates for reappointment should demonstrate clear plans for a research program and should produce evidence of refereed publications and/or presentations. By the time an AB faculty stands for tenure, clear evidence of regular participation in scholarly accomplishments, per the following potential categories, shall be presented.

Evidence of accomplishments in the area of professional development/scholarship include, but is not limited to, the following items.
• Maintenance of professional credentials
• Authorship or co-authorship of technical/professional refereed article in professional publication, including professionally affiliated ejournal
• Authorship or co-authorship of chapter(s) in technical/professional books
• Authorship or co-authorship of technical/professional non-refereed articles
• Authorship or co-authorship of technical/professional book
• Authorship or co-authorship in other categories, e.g., book reviews, professional newsletters, professional websites, and other professional publications
• Authorship or co-authorship of patents or patent applications
• Presentations in professional meetings (oral or poster) in own discipline
• Contributions to professional newsletters, websites, and other professional publications
• Funded proposals (RFPs)
• Unfunded or pending proposals (RFPs)
• Professional experience (e.g. consulting, paid or unpaid), w/documentation vis-à-vis resultant professional growth
• Professional development (attending courses, conferences, or workshops; internship; chairing sessions)
• Textbook reviewer or author of supplemental materials for an existing textbook
• Extensive upgrade or acquisition of additional professional credentials
• Extensive upgrade or new academic credentials
• Authorship of technical/professional refereed article in conference proceedings
• Editorship of a refereed journal or reviewer of refereed journal articles
• Awards (outstanding scholar award, membership by invitation in honor societies)
• Software development

3) University Citizenship and Service:
Probationary faculty members are expected to participate in service at the campus level in the early years of reappointment. As faculty approach tenure, it is expected that they will engage in college and/or university service. Faculty members standing for promotion are expected to play a significant role in campus, college, and/or university service.

Examples of evidence in the area of citizenship and service include, but are not limited to, the following.
• Committee membership, accompanied by documentation of candidate's contributions, accomplishments, leadership roles
• Publication of non-refereed magazine articles, major newspaper articles, web sites, etc. within the discipline
• Presentations for service or professional organizations outside of area of expertise
• Technical presentations at other departments or institutions
• Active and regular participation in successful internship and/or co-op and/or practicum programs. Projects integrating and engaging students with businesses/industry/government.
• Advising student organization
• Participation in campus linkage with Advisory Board (document degree of participation, accomplishments, etc.)
• Participation in recruiting events
• Participation in marketing initiatives
• Participation in the integration of community with program activities
  □ Service awards
• Organization of a professional conference or serving as a section chair or higher
• Participation in community development activities and grants □ Organization of consortia to articulate with and perpetuate one’s program or discipline
• Serving on a thesis, honors, or dissertation committee

Full professor criteria: A candidate for promotion to professor must meet certain criteria in the areas of teaching, scholarship, and citizenship. In addition to being a “Teacher
Leader” as outlined in Section A, 1, the candidate must demonstrate a record of a significant body of scholarship, as outlined in Section A, 2, that has progressed since the last promotion. Expectations in citizenship must reflect leadership in campus, college, university, professional and/or community organizations that contribute to the mission and goals of the university and/or candidate’s profession.

The revised RTP Criteria for tenure will be effective for all new tenure track faculty hired after the date of approval of the Handbook.

B. Renewal of Appointment and Promotion Reviews of Full-Time Non-Tenure-Track Faculty (FTNTT).
Non-tenure track faculty (FTNTT) personnel reviews are governed by their CBA and by guidelines put forth each academic year by Office of the Provost. Note: The Regional College expects Non-tenure track faculty (FTNTT) teaching evaluation criteria to be the same as those for Tenured and Tenure-Track Faculty. (See Section III of this document for Regional College Evaluation Guidelines Teaching Evaluations.) FTNTT simplified review only require students’ evaluations, vitae and a narrative per the FTNTT CBA.

Promotion
1. Guidelines for the submission of materials for promotion review and for the timely conduct of the promotion review process will be issued annually by the Office of Faculty Affairs. (See also, Addendum C, Guidelines and Procedures for Full-Time Non-Tenure Track Faculty Promotion.)

2. FTNTT Faculty members who have completed five (5) consecutive years of employment as a FTNTT Faculty member and one (1) successful Full Performance Review may apply for promotion to the rank of Associate Lecturer/Associate Professor, as applicable, at the time of their second Full Performance Review or with any scheduled performance review thereafter. A FTNTT faculty may after five (5) full years as an Associate Professor or Associate Lecturer could stand for the second promotion to Full Professor or Senior Lecturer in her/his 6th year or any year thereafter.

3. Evidence of significant accomplishments in both Performance and Professional and Creative Activity is required for promotion. Accomplishments and/or contributions in the area of University Citizenship and Research are normally neither required nor expected, except as they may relate to the assigned track and workload of the candidate. Efforts in these areas will, however, contribute to the candidate’s overall record of accomplishments for the purpose of promotion.

4. Materials required for promotion should include the following:
   • A promotion narrative.


- A current *Curriculum Vitae*.
- The official summary of Student Surveys of Instruction for the past 3 years.
- Peer reviews conducted by senior faculty members in the FTNTT faculty member’s discipline or a related area. Two per academic years for the past 3 academic years is suggested for Promotion to Associate Professor/Associate Lecture, and one per academic year for the past 3 years is suggested for Promotion to Professor/Senior Lecture.
- Workload Statement for at least the past 3 academic years. A written evaluation of the FTNTT Faculty member’s performance including a recommendation on promotion from the Regional Campus Dean.

Suggested additional materials that may be included but not limited to:

- Demonstration of excellent teaching
- Demonstration of staying current in their field
- Participation in conferences or workshops in their discipline
- Participation in conferences or workshops related to the scholarship of teaching
- Participation in University governance
- Curriculum development
- Program development
- Contributions to recruiting and retention of students

Refer to Suggested Evaluation Criteria, Joint Study Committee Recommendations from the Guidelines and Procedures for FTNTT Promotions issued yearly for more suggested Supplemental Materials.

**IV. Criteria, Performance Expectations, and Academic Unit Procedures Relating to Faculty Excellence Awards**

Section IV to be developed as directed by faculty and the CAC.

**V. Other Academic Unit Guidelines**

**A. Regional College Curriculum Committee Guidelines:** The RCCC process for receiving, reviewing and approving curriculum proposals.

*For the submission of curriculum proposals to the Regional College Curriculum Committee, please make sure that:*

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• Forms are complete;
• Documentation of Campus Faculty Council consultation when establishing new programs or inactivating programs;
• CCP Signed by the Program Coordinator, Program Director, Lead Faculty, etc.;
• CCP Signed by the Campus Dean (if the proposal is for a program on multiple campuses, we will need the signature from the Dean for the campus that administers the program);
• Documentation if there is possible encroachment;
• Documentation assuring Associate degree changes will not impede and do not interfere with students continuing on to an appropriate Bachelor’s degree;
• Once the Regional College receives the signed proposal, it is forwarded to Curriculum Services for review of completeness;
• After Curriculum Services reviews them for completeness, proposals will be placed on the Regional College Curriculum Committee agenda;
• Any proposals the RC CC reviews and approves, will be signed by the Regional College, or designee and;
• Forwarded to Curriculum Services, which may request additional information before putting the item on the EPC agenda. Only proposals with all required signatures will be placed on the EPC agenda.

Reminder, from Curriculum Services:
A proposal that has course revisions, inactivation or establishments also need to have workflows submitted. A workflow is for any type of change to a course (new course, prerequisite changes, course titles changes, etc.). However, if that change affects a program somehow, such as a new course will be part of an elective list, a CCP/program proposal and catalog copy will have to be submitted to reflect how that course is in the program.

**Related Links:**

Office of Faculty Affairs
http://www.kent.edu/facultyaffairs University

Faculty Handbook
http://www.kent.edu/facultyhandbook

Tenured and Tenure Track Faculty: Appointment, Reappointment, Tenure, and Promotion
http://www.kent.edu/facultyhandbook/appointment-reappointment-tenure-andpromotion
Full Time Non-Tenure Track Faculty

http://www.kent.edu/facultyhandbook/full-time-non-tenure-track-faculty-ftntt