



**SCHOOL OF LIFESPAN DEVELOPMENT AND
EDUCATIONAL SCIENCES (LDES)**

HANDBOOK

Updated and Approved by LDES FAC: May 2021

**Approved by James C. Hannon, June 16, 2021
Dean, College of Education, Health and Human Services**

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.

Contents

Preamble	1
Mission and Goals	vii
Section I: Matters of School Governance and Related Procedures	1
Structure and Organization	2
Administrative and Service Positions	2
School Director	2
Program Area Coordinators	2
Additional Administrative Appointments	3
Non-Academic Staff	3
School Committees	3
Faculty Advisory Committee (FAC)	4
Curriculum Committee	4
Student Academic Complaint Committee	4
Reappointment, Tenure, and Promotion Committee	5
Other Ad Hoc Committees	5
Regional Campus Faculty Representation	5
Appointment of Faculty	5
Faculty Appointments	5
Faculty Ranks	5
● Assistant Professor	5
● Associate Professor	5
● Professor	6
● Emeriti Faculty	6
Other Faculty Appointments	6
● Research Associate and Research Assistant	6
● Adjunct Faculty Appointments	6
● Visiting Faculty Appointments	6
● Full-Time Non-Tenure Track Faculty (NTT) Appointments	6
● Part-Time Faculty Appointments	6
Employment Procedures and Regulations	7
Faculty Recruitment and Searches	7
Responsibility of the Faculty	7
Faculty Code of Ethics	8

Outside Employment and Other (Outside) Activities	8
Faculty Leaves	8
Faculty Absence and Travel Policy	9
Faculty Sick Leave.....	9
Academic Misconduct of Faculty	9
Faculty Grievance and Appeal.....	9
Informal Procedure	9
Formal Procedure	9
Sanctions	10
Section II: Teaching Assignments, Workload, And Related Procedures	11
Faculty Workload and Workload Equivalents	12
Teaching Assignments and Class Schedules	12
Summer Teaching Assignments	12
Faculty Annual Work Load Summary Report.....	13
Copyright Restrictions.....	13
Curricular Procedures	13
Academic Presence Verification	13
Grades	13
Mid-Term Grading.....	13
Final Grading	13
Storage of Graded Materials.....	14
Final Exams.....	14
Audits	14
Changes to Curricula	14
Matters of Student Success	14
Advising.....	14
Transfer Credit Procedure.....	14
Privacy of Student Records	15
Student Evaluations	15
Student Academic Misconduct	15
Student Grievances and Academic Complaints	15
Additional Faculty Responsibilities	15
Office Hours	15
Graduation Ceremonies.....	15
Recruitment Activities.....	15

Section III: Reappointment, Tenure, Promotion and Other Faculty Personnel Actions	16
Graduate Faculty Status.....	17
Reappointment	17
Tenure and Promotion.....	17
Research.....	18
Teaching.....	18
Service	18
Evaluation of Candidates for Reappointment, Tenure, and Promotion	18
For Pre-Tenure Reappointment.....	18
For Promotion to Associate Professor	18
For Promotion to Professor	19
Purpose of the Contextual Statement	19
Research Expectations	21
Considerations For Reappointment.....	22
Considerations For Tenure.....	22
Considerations For Promotion to Associate Professor	22
Considerations For Promotion to Professor	22
Teaching Expectations	23
Considerations for Reappointment	25
Considerations for Tenure	25
Considerations for Promotion to Associate Professor.....	25
Considerations for Promotion to Professor	26
Service Expectations	26
Service to the Program, School, College, and/or University.....	27
Considerations for Reappointment	27
Considerations for Tenure	27
Considerations for Promotion to Associate Professor.....	27
Considerations for Promotion to Professor.....	27
Service to the Community and/or Field.....	28
Considerations for Reappointment	28
Considerations for Tenure	28
Considerations for Promotion to Associate Professor.....	28
Considerations for Promotion to Professor	29
Specific Programmatic Expectations.....	29
Counselor Education and Supervision	29

Human Development and Family Studies (HDFS).....	29
Long-Term Care Administration (LTCA)	30
Special Education (SPED)	31
Research.....	32
Publications.....	32
Areas of Focus (Key).....	33
Sample List of Journals	33
Presentations	33
Teaching.....	34
Service/Partnerships.....	34
Criteria for Regional Campus Faculty.....	34
Review of Full-Time Non-Tenure Track (NTT) Faculty	35
NTT Performance Review Criteria.....	35
“Full” Performance Review	35
“Simplified” Performance Reviews	35
Evaluating Performance of Full-Time NTT Faculty with Instructional Appointments	36
Evaluating Performance of Full-Time NTT Faculty with Research Appointments	37
Evaluating Performance of Full-Time NTT Faculty Assigned Administrative Duties.....	37
Evaluating Performance of Additional Professional or Academic Activity	38
Renewal of Appointment.....	39
Promotion of Full-Time NTT Faculty	39
Emeriti Faculty Actions	39
Overview	39
Criteria for Candidacy	39
Procedure.....	40
Section IV: Faculty Excellence Awards.....	41
Overview	42
Criteria	42
Documentation Required for Application.....	43
Research/Creative Activities FEA.....	43
Teaching FEA.....	43
Service FEA.....	43
Review of FEA Applications.....	43
Section V: Other School Guidelines/Policies.....	45
Assignment of Offices	46

Faculty Representation at Commencement 46
Handbook Modification, Amendment, and Revision..... 46

Mission and Goals

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, human development and family studies, long-term care administration, clinical rehabilitation 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 an increasingly 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 and global partnerships to foster student inquiry and serve the contemporary needs of a global society. Service to students and their subsequent service to the contemporary needs of an interconnected global world are among the School's highest ideals.

The broad 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.
7. Encourage global competence, collaboration, outreach, and innovation to provide faculty and students meaningful opportunities to integrate international perspectives into scholarly work.

In addition to the aforementioned broad goals, the School is guided by several related commitments. These include, but are not limited to the following:

STUDENT LEARNING AND DEVELOPMENT

The School is dedicated to providing high quality and robust initial and continuing professional preparation programs (undergraduate and graduate). Such programs are designed to prepare reflective practitioners capable of providing effective leadership and service across a variety of educational and human service organizations. All Faculty make a commitment to:

- Engage in effective, personalized advising and mentoring for all undergraduate and graduate students.
- Integrate research into curriculum so as to provide students with the most contemporary understanding of their field.
- Utilize exemplary instructional practices that are effective and inclusive to all learners.
- Develop and maintain collaborative relationships with schools, community agencies and/or groups, businesses, and professional organizations.
- Provide high quality field-based, experiential learning opportunities that promote the development of practical skills that enable students to be competitive within a global society.

GLOBAL COLLABORATION AND OUTREACH

The School welcomes students, faculty, staff, and visitors from around the world; and, encourages and supports members of our School to pursue and participate in international collaborations consistent with the University's values and policy standards. We are driven to foster the growth of multidisciplinary and collaborative partnerships both within the university and abroad. As such, Faculty within the School are committed to:

- Extending networks and building strategic knowledge partnerships to enhance the quality of research and scholarship among faculty.
- Developing their intercultural competence.
- Developing and promoting educational experiences and mentoring, where appropriate, that foster students' global citizenship, such as, but not limited to, study abroad programs, exchange and/or summer programs, and other educational collaborations (i.e., jointly taught courses).
- Embedding international perspectives within the curriculum to the highest degree possible.
- Recruiting and supporting regional, national, international, and diverse communities of students.

**Section I:
Matters of School Governance and Related Procedures**

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 School 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 Coordinator 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 unclassified and classified staff positions within the School including, but not limited to, the Special 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 matters of School governance. The Faculty Advisory Committee (hereinafter "FAC") is structured and operates as described in the applicable Collective Bargaining Agreement (CBA).

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.

All full-time Tenured or tenure-track Faculty members (herein "Faculty") and full-time Non-Tenure Track Faculty (hereinafter "NTT Faculty") from each program are eligible for membership on the FAC. The FAC shall consist of a minimum of one (1) and a maximum of two (2) Faculty or NTT Faculty members from each program area. If applicable, it is recommended that each program area have at least one (1) tenured Faculty member serve on FAC each term. There shall be only one (1) NTT Faculty member serving as a representative from a program area at one time. NTT Faculty members of the FAC shall not participate or vote in personnel decisions regarding Faculty members, including but not limited to appointment, reappointment, tenure, promotion, merit, or sanctions.

Regional Campus Faculty members are invited to serve on the FAC. The School may elect one (1) tenured or tenure-track Regional Campus Faculty to serve a two-year term of the FAC.

FAC terms are for two (2) years. Each Spring semester, program areas will conduct elections to identify representatives to the FAC. Elected FAC members will assume office at the beginning of the Fall Semester. Each School FAC elects three (3), preferably tenured FAC members, to serve two-year terms on the College Advisory Council (CAC). These elections will be staggered so that at least one CAC member is elected each academic year.

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

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 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.

APPOINTMENT OF FACULTY

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).
- Emeriti Faculty: Emeritus status may be conferred according to University policy for faculty members who have demonstrated exemplary professional competence and university citizenship. Emeritus status may be granted following appropriate review and recommendation of a faculty member after a period of at least 10 years and at the time of retirement from full-time employment.

OTHER FACULTY APPOINTMENTS

- 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 Faculty members are entitled to those rights 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.

EMPLOYMENT PROCEDURES AND REGULATIONS

FACULTY RECRUITMENT AND SEARCHES

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.

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 is 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, including service to professional organizations, 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 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 provides 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).

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).

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 attending such meetings will be reimbursed when approved prior to travel according to the University's travel policies and 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 hours after an absence whenever possible.

ACADEMIC MISCONDUCT OF FACULTY

The University policy regarding misconduct in research and scholarship and the Administrative policy and procedures regarding allegations and instances of misconduct in research and scholarship are included in the University Policy Register.

FACULTY GRIEVANCE AND APPEAL

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.

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.

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.

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).

**Section II:
Teaching Assignments, Workload, And Related Procedures**

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 teaching in graduate-only programs. 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 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.

FACULTY ANNUAL WORK LOAD SUMMARY REPORT

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 to the School Director.
- 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).

COPYRIGHT RESTRICTIONS

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

CURRICULAR PROCEDURES

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

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. 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.

Mid-Term Grading. Mid-term grades are completed between the fourth and seventh week for all students in lower-division undergraduate courses (i.e., levels 00000, 10000, 20000). Mid-term grading for Freshman is mandatory for courses that meet the entire semester. Please note that mid-term grades cannot be reported after the deadline and the Grade Change workflow cannot be used to report mid-term grades after the fact. The University Registrar will not accommodate late submission requests.

Final Grading. Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades.

Storage of Graded Materials. 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.

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.

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.

Changes to Curricula. Any Faculty member, with consideration by the program area, may propose curricular changes. If the majority of the Tenure and Non-Tenure Track Faculty in the program recommend the proposal, 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 Curriculum Committee for consideration. If the recommendation from either the School or College committee is not unanimous, a minority report may be submitted with the recommendation.

MATTERS OF STUDENT SUCCESS

ADVISING. Faculty are required to advise and counsel undergraduate and graduate students on academic matters. 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, coordinates general advising at the undergraduate level. 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 and/or thesis/masters project committee members of the student. In order to assist in student advising, Faculty members should maintain current knowledge of University, College, and School programs and requirements.

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 masters 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 that govern the privacy of student education records, including but not limited to the Family Educational Rights and Privacy Act (FERPA). These regulations require, among other things, that Faculty members keep thorough academic records and forbid the posting of grades by name, social security number, or any other system that might identify a student with her/his education record. For further information, contact the University's Office of Legal Affairs.

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. The student volunteer returns SSIs to the School office in the provided sealed envelope. If the evaluations are done online, Faculty are informed of the time period for the evaluations. A member of the College administration staff will then provide the students with access to the online evaluations and instructions for completing the evaluations. The School Special Assistant arranges for the appropriate scoring of SSIs according to the approved group norms for the School. SSIs are not available to individual Faculty members until after grades are submitted to the Registrar. SSIs and the results are maintained 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.

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.

ADDITIONAL FACULTY RESPONSIBILITIES

OFFICE HOURS. 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.

GRADUATION CEREMONIES. Faculty members are expected to participate in graduation ceremonies. Minimum participation in one graduation ceremony per year is expected and should be coordinated with the appropriate staff member within the School.

RECRUITMENT ACTIVITIES. Faculty members are expected to participate in recruitment programs and/or related activities to the greatest extent possible.

**Section III:
Reappointment, Tenure, Promotion and Other Faculty Personnel Actions**

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).

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, the Office of the Provost distributes reappointment guidelines for Kent and Regional Campus faculty. 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 who then votes on the faculty member's reappointment. The Director independently assesses the accomplishments of each probationary Faculty member and forwards her/his recommendation and the committee's recommendation to the Dean. The Director informs probationary Faculty of the committee's recommendation and provides a copy of her/his recommendation to the Dean. Probationary Faculty members who are not to be reappointed must be notified according to the schedule established in the Collective Bargaining Agreement.

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 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, the Office of the Provost distributes tenure and promotion guidelines for Kent and Regional Campus Faculty. 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."

RESEARCH is the systematic pursuit of new and generalizable or transferable knowledge. It is a systematic process of disciplined inquiry intended to give meaning to observed phenomena or ideas. This is done in part by putting ideas into perspective and applying knowledge to consequential problems in one's specific area of expertise. The LDES School also recognizes equally the importance and benefits of community-engaged research. This is an applied and basic research process that typically is responding to a community need and contributing to the faculty member's discipline. Other outcomes include opportunities to translate findings into practice, increased research capacity built through faculty and community partnerships, and expanded grant opportunities. Community engagement can take place at all levels: local, regional, national, and/or global/international.

TEACHING is a multi-dimensional activity informed by scholarly endeavors. In the face of rapid advances and innovation across many fields of knowledge, faculty are expected to be involved in continual professional development to enrich their instruction of students, which is not limited to simply transmitting information to students, but to enhance the links between research and teaching activities in practice. Teaching involves interactions with students that fall into four categories: instruction in undergraduate and/or graduate classes, seminars, workshops, study abroad courses/programs, and institutes; supervision of students in practicum and internships; direction or co-direction of independent investigations, master's theses/projects, and/or dissertations; and advising of students with respect to course work, licensure, and mentoring.

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, College, and/or the University, as well as the community. Again, community service can be applicable at all levels: local, regional, national, and/or global/international. 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

Evaluation of candidates is a holistic process, whereby reviewers examine the candidate's complete file as it relates to areas of Research, Teaching, and Service. Reviewers will rely upon the candidate's contextual statement, curriculum vita, and other documenting evidence during the evaluative process. As such, the candidate is encouraged to consult with other colleagues, the School Director, and/or Dean (when appropriate) for assistance in the preparation of his or her file prior to review.

FOR PRE-TENURE REAPPOINTMENT. It is expected that pre-tenured Assistant Professors will meet expectations in each of these areas on a yearly basis. At this level of evaluation, reviewers are required to make a final recommendation of "Yes," "Yes with Reservations," or "No."

FOR PROMOTION TO ASSOCIATE PROFESSOR. Decisions for granting tenure and promotion to the rank of Associate Professor are two different actions. Whereby decisions for tenure follow University

Guidelines, evaluation for promotion to Associate Professor is based on the candidate's overall performance within the domains of Research, Teaching, and Service. It is expected that a candidate who came into the School with a previous rank of Associate Professor continues to be productive at that rank, even though tenure may not yet have been earned. At this level of evaluation, reviewers are required to make a final recommendation of "Yes" or "No."

FOR PROMOTION TO PROFESSOR. Decisions for promotion to the rank of Professor are guided by a review of the candidates file in terms of continued demonstrated commitment to Research, Teaching, and Service. It is expected that candidates under consideration for Professor have demonstrated a continued commitment to Research, Teaching, and Service in the years following promotion to Associate. At this level of evaluation, reviewers are required to make a final recommendation of "Yes" or "No."

PURPOSE OF THE CONTEXTUAL STATEMENT

For tenure, reappointment, promotion to Associate Professor, and promotion to Professor, the candidate must use his or her Contextual Statement to clearly articulate the quality and the significance of work within the respective discipline(s) and/or related field(s). Candidates can demonstrate the quality and significance of their work based on a number of factors. However, several key elements must be included in the Contextual Statement:

1. Evidence of quality **research**, should include statements pertaining, but not limited, to:
 - a. Line(s) of scholarly inquiry. The candidate should define each line of research clearly and demonstrate if and where similar lines of investigation interconnect.
 - b. Contribution to profession or field through community-engaged research (e.g., a collaborative research process between faculty and community partners);
 - c. Scholarly work that has implications for practice and/or implications for policy in the candidate's profession/discipline or a relevant academic area;
 - d. Contribution to the profession or field (e.g., relevance, extension and refinement of existing research, generation of provocative ideas and/or innovative solutions). The candidate must demonstrate how his or her work connects to their specific discipline.
 - e. Publication metrics (e.g., peer-reviewed, impact factor and their meaning in the candidate's discipline, h-index, i10-index, acceptance rate, prominence in the field/journal status, readership/circulation, indexing, affiliation with professional organization or agency). The candidate also should provide information as to his or her specific role on manuscripts (e.g., first author, lab author, senior author) so reviewers can understand the importance of the candidate's involvement on manuscripts that consist of multiple authors.
 - f. Characteristics of grant funding source and application process (e.g., prominence of the agency or organization, affiliation with professional organization or federal agency, level of rigor of application process or scrutiny of application review). As was the case with publication characteristics, the candidate also should provide information as to his or her specific role on grants and the percentage of effort of involvement on each grant. Status of grant also is important (e.g., active, submitted/under review, completed, not funded).
2. Evidence of quality **teaching**, should include statements pertaining, but not limited, to:
 - a. Discussion of the candidate's teaching philosophy and how that philosophy is applied in teaching and mentorship endeavors.

- b. Discussion of the candidate’s approach to curriculum and andragogy in relation to research-teaching linkages (e.g., teaching can be research-led/oriented/mentored or research can be teaching-influenced), and related evidence of effectiveness.
 - c. Discussion of the candidate’s approach in global collaborations in teaching activities, when applicable.
 - d. Evaluations of teaching by students (i.e., student survey of instruction; SSI). Student evaluation ratings should be presented over time and should also include written statements by students. For documenting the effectiveness of online courses (i.e., excluding “remote” courses taught during the pandemic), the candidate should demonstrate how their course is aligned with Quality Matters Standards; and, ask a peer who teaches online courses to complete a peer evaluation that includes review of both materials and delivery.
 - e. Evaluations of teaching received from peers, and/or others (i.e., peer reviews of teaching, summative evaluations for trainings and/or workshops provided at conferences and/or other venues). It is important that the candidate demonstrates consistent evaluations of their effectiveness as an instructor over time.
 - f. Demonstration of teaching efforts that are responsive to evaluations (e.g., methods to improve teaching, personal reflections, attending professional development offerings aimed at improving pedagogy). The candidate should indicate that they have reflected on their teaching and clearly indicate what changes were made as a result. In addition, the candidate should include any reflections/evidence of strategies to improve instructional effectiveness (i.e., teaching development workshops, teaching centered conferences).
 - g. Advisement/mentorship to students (e.g., quantity and quality of student advising, quantity and quality of mentorship). The candidate should describe their role on any thesis, dissertation, and/or undergraduate research project.
3. Evidence of quality **service**, which may include statements pertaining, but not limited, to:
 - a. Service to the Program, School, College, and/or University (e.g., serving as Program Coordinator, service to various ad hoc/standing committees); and
 - b. Service to the profession and community (e.g., serving as a reviewer and/or editor, appointment/service to professional and/or local organizations, appointment to an officiating role within a professional body).
 4. The candidate’s response to any previous criticism or concerns, as well as recommendations, received in previous reviews for reappointment and/or promotion. Reflective statements should be provided that clearly articulate the previous criticism/concerns and methods/strategies/approaches that the candidate used to address stated concern(s) and the subsequent outcome(s).
 5. Candidates are encouraged to describe their professional identity and articulate the clear connections between their research, teaching, and service in support of this identity.
 6. Candidates are encouraged to limit the length of their contextual statement to **six** pages (excluding tables, figures, appendices). Candidates are welcome to use tables and appendices as part of their contextual statement.
 7. In drafting their contextual statement, candidates should access content about reappointment, tenure, and promotion (as applicable) contained in this LDES School Handbook.

In addition to the candidate’s contextual statement, a current curriculum vitae (CV) should be prepared. The CV provides an at-a-glance summary of the candidate’s scholarly activity. At a minimum, the candidate’s CV should delineate publications according to: (a) Refereed Journal Articles, (b) Refereed

Books and Book Chapters, (c) Published Abstracts, (d) Conference Proceedings, (e) Other Manuscripts/Monographs, (f) Manuscripts Under Review (including the stage of review), and (g) Manuscripts Under Preparation. Presentations should be listed according to the venue (e.g., international, national, state, regional, local) and status as invited or refereed. The candidate should delineate all grants/contracts using the following subheadings: (a) Active, (b) Submitted or Under Review, (c) Completed, and (d) Not Funded.

RESEARCH EXPECTATIONS

Overall, activities relevant to and impacting one's professional field are prioritized when considering faculty members for reappointment, tenure, and/or promotion. As such, a faculty member is expected to be an active researcher, as evidenced by having established and continuing to pursue one or more focused areas of inquiry that applies a clear and cogent method of investigation (or combination of methods). These methods include qualitative and quantitative research designs (or a mixture of the two), as well as conceptual or theoretical pursuits or other creative activities. Our School values applied and basic research equally, as well as community-engaged research (e.g., efforts to engage community stakeholders in research activities). Given the professional and practice-oriented nature of most of the programs in our School, we also value research that has implications for practice, policy, or teaching. When considered for reappointment, tenure, and/or promotion, various reviewing bodies will focus on the candidate's scholarly productivity as evidenced by the quality of publications, presentations, grant applications and/or awards, and/or other creative products (e.g., academic/training materials, electronic and/or multi-media productions). Collaboration with professionals and students is encouraged; however, when preparing materials for review by reappointment, tenure, and promotion committees, the candidate must define his or her role in these shared efforts in the contextual statement.

The dissemination of quality research is valued highly. Of equal importance is the dissemination of basic and/or applied data-based publications and/or theoretical/review articles that appear in peer-reviewed outlets (e.g., journals, books). Peer review is the process of evaluating another person's (or collection of persons') written work. It is conducted by scholars who are not the authors of the submitted work and in a structured manner (e.g., blind or masked review, multiple reviewers). Typically, the peer review process is made explicit by the publisher or journal editor and advertised to submitting authors. Invited works only reviewed by an editorial body or works that are self-published are not considered peer-reviewed. Peer-reviewed invited work is considered peer-reviewed. Peer-reviewed journals with a wide circulation and/or those peer-reviewed journals indexed in major and reputable bibliographic databases (e.g., PsycINFO, PubMed, ERIC) are preferred.

With regard to the dissemination of research, it is required that candidates provide evidence of a combination of peer-reviewed publications that include first and/or lead authorship and multi-authored projects. For multi-authored published works, descriptions of the candidate's role on and contribution to the publication is expected. That is, candidates are required to describe their leadership role on collaborative projects (e.g., content expert, methodological design consultant, data analysis, discussant, research advisor for student). Books, chapters within books, other publications (e.g., monographs, research and/or policy reports, white papers, invited works), and presentations to learned societies also are respected and valued as part of the candidate's dissemination of scholarly endeavors. Another area pertaining to dissemination of research that is respected and valued includes scholarly products that have implications for practice and/or implications for policy in the candidate's profession/discipline or a relevant academic area.

Examples of quality **Research** may include, but are not limited to:

- Publication of peer-reviewed articles, book chapters, monographs or books in the candidate's field(s), jointly or solo-authored;
- Peer-reviewed or invited presentations at recognized professional meetings at the international, national, regional, state, and/or local levels;
- Invited publications and presentations within professional organizations;
- Scholarly work that has implications for practice and/or implications for policy in the candidate's profession/discipline or a relevant academic area;
- Creative professional activity such as the creation of published media, software, and related professional materials;
- Applications to fund research, training, or service endeavors submitted to local, state, or federal entities, or to foundations, that undergo a structured review process
- Competitively awarded grants that lead to publication; and
- Development of measurement instruments/manuals and/or academic/training materials that have undergone a structured review process and will be disseminated.

CONSIDERATIONS FOR REAPPOINTMENT – For reappointment, the candidate should demonstrate the development of an agenda of basic and/or applied research that is relevant and impacting within his or her discipline/field/profession. Such research should demonstrate that the candidate's work is, or will be, deemed of high quality by peers in his or her profession. The quality of the candidate's research and future directions for refining a line (or lines) of research must be clearly articulated in the Contextual Statement using factors such as those identified in this Handbook.

CONSIDERATIONS FOR TENURE – University Guidelines identify the specific standards for tenure by which the School adheres. That is, the School's guidelines for tenure mirror university policy. In general, tenure is established when a candidate establishes an agenda of basic and/or applied research within his or her profession. The candidate's research, taken as a whole, should demonstrate clearly that his or her work is deemed of high quality by peers in his or her profession; and suggests continued success. Evidence of a pattern of research and a demonstrated record of continued meaningful professional inquiry is required. The quality and impact of the candidate's research record and future directions must be articulated in the Contextual Statement using factors such as those identified in this Handbook.

CONSIDERATIONS FOR PROMOTION TO ASSOCIATE PROFESSOR – For promotion to Associate Professor, the candidate must demonstrate emerging leadership through a sustained basic and/or applied research record with one or more systematic lines of inquiry within the candidate's profession. A description of the candidate's emerging leadership and developing expertise of his or her line(s) of inquiry must be clearly articulated in the Contextual Statement. The criteria that distinguish promotion to Associate Professor is a record demonstrating emerging leadership and/or mentorship as a scholar within the candidate's field and establishment of a national or international expertise in one or more areas of focused research (i.e., including but not limited to, participating in invited presentations and/or colloquia; publishing with doctoral students; being part of a national panel; organizing a committee to examine an area of research germane to the candidate's focused research; engaging as a consultant for external grant applications). The candidate's unique contributions to the fruition of research products must be apparent.

CONSIDERATIONS FOR PROMOTION TO PROFESSOR – For promotion to Professor, the candidate must demonstrate an extended quality record of basic and/or applied research that demonstrates sustained

achievement and leadership in systematic line(s) of inquiry within the candidate's profession. This scholarship demonstrates clearly that the candidate's work continues to be recognized nationally or internationally for its excellence in one or more of the candidate's area of expertise; and demonstrates a broader impact on the literature. The quality of the candidate's sustained line(s) of scholarship inquiry and his or her leadership as a researcher, and the recognized significance of his or her scholarship must be articulated in the Contextual Statement using factors identified in this Handbook. The criteria that distinguish promotion to Professor from promotion to Associate Professor are demonstrated leadership and/or mentorship as a scholar in the candidate's profession and area(s) of expertise, and establishment of a national or international reputation for excellence in one or more areas of focused research (e.g., participating in invited presentations and/or colloquia; publishing with doctoral students; hosting post-doctoral residents; being part of a national panel; organizing a committee to examine an area of research germane to the candidate's focused research; engaging as a consultant for external grant applications authoring major chapters or review articles that help pull together some body of research, authoring/editing books; conducting longer-term projects). The candidate's leadership in the fruition of research products must be apparent.

TEACHING EXPECTATIONS

Teaching involves both high-quality instructional activities and the systematic evaluation or reflection of the practice of teaching. A rich and challenging curriculum located in the context of an active scholarly university community of both instructors and students may include various ways of connecting teaching and research. Instruction, mentoring, and advising 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; study abroad or study away experiences; the supervision of practicum and/or internships; the conducting of web-based seminars and workshops; the direction of individual investigations; the mentoring of students in research, 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 (i.e., peer) 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.

Faculty members in the School are required to participate in and document a variety of activities to help improve their teaching. Faculty members within the School should continually hone their skills to promote active and engaged teaching and learning within the classroom. Faculty members may also choose the different ways in which connections are made between research and teaching in an effort to enhance student learning and quality of instruction. Faculty practicing the scholarship of teaching and learning may focus on change as they develop their practice through a cycle of action, data collection, reflection and improvement. Research that informs teaching and teaching that informs research are bi-directional activities valued by the School. Reflection and responsiveness to peer and student feedback is another valued component of development of teaching skills 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. Additional activities may include self-study using materials such as books

or journals that specialize in general college teaching practices. Further, Faculty members may wish to participate in local workshops and seminars offered through the KSU Center for Teaching and Learning or go to sessions aimed at discipline specific educational practices when attending regional and national meetings of learned societies.

In evaluating the candidate's materials for teaching, reviewing bodies will note:

1. **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

Examples of quality **Teaching** may include, but are not limited to:

- Positive evaluation by students, colleagues, and administrators; and evidence of growth as a result of such evaluations;
- Formative and Summative feedback or data related to student outcomes;
- Demonstration of teaching efforts that reflect consideration and modification of teaching practice based on data and feedback;
- Demonstration of systematic efforts in the integration of teaching into research or research into teaching;
- Involvement in establishing a meaningful line of inquiry around effective teaching practices;
- Involvement of systematic examination of teaching and learning and dissemination of findings at the local, state and national/international levels through publications and presentations;
- 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;
- Leadership in program development;
- Leadership in committees that target personnel development and training opportunities;
- Involvement in activities that seek external funds needed to engage in teaching and learning at all levels at the university;
- Evidence of collaborative, interdisciplinary work across Faculty and institutions and where possible, include opportunities for support and mentorship of students;
- Active involvement in the University Teaching Council or the Center for Teaching and Learning;
- Incorporation of evidence-based instructional strategies into classroom practices; and
- Internal and external grant funding to support curriculum, personnel development and/or to benefit the community at the local, state, national, and/or global/international levels
- Development and delivery of study abroad or study away opportunities.
- Global collaborations in teaching and research mentoring activities.

provide supplemental data from open-ended questions.

2. **Colleague Review** – Faculty members in the School select appropriate experienced faculty who are above the candidates current rank and who are knowledgeable in andragogy to conduct Peer Review of Teaching. Reviews may include class presentations, the course content, course

objectives, methodology, grading and examinations, course organization, student achievement, homework assignments, and required materials. Additionally, instructional design that promotes engaged teaching and learning may be evaluated. 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, reviewers may be supplied with course syllabi, tests, and/or handouts.

3. **Self-Appraisal** – Thoughtful self-evaluation of teaching performance through a cycle of action, reflection, and change 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. 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 teaching as evidenced by a variety of means. Therefore, evidence of teaching effectiveness is demonstrated through constant reflection, changes in practice, and improvement; and, does not rely solely on university summative student evaluations.
4. **Research Evidence of Teaching Effectiveness:** Systematic research projects documenting the effectiveness of teaching and learning may include ongoing research and evidence of quality teaching that helps faculty to collect and analyze data, refine conceptual ideas, inform research, or evaluate teaching methodologies or methods.

CONSIDERATIONS FOR REAPPOINTMENT – Ongoing progress toward strong performance in classroom instruction and advising. Examples of ongoing progress toward strong performance requires student evaluations and comments, annual peer evaluations of teaching, participation in college teaching professional development, and self-appraisal of teaching evident in the contextual statement.

CONSIDERATIONS FOR TENURE – University Guidelines identify the specific standards for tenure by which the School adheres. That is, the School's guidelines for tenure mirror university policy. In general, tenure is established when strong performance and commitment to ongoing improvement in classroom instruction and fulfillment of advising responsibilities is 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. Examples of strong performance and ongoing improvement are required through multiple indicators. Such indicators may include, but are not limited to: positive peer evaluations, positive Student evaluations and comments, development of new courses and programs that are responsive to current needs, innovative teaching and learning methods, participation in learning communities, global collaborations, advising/mentorship of students, demonstration of teaching efforts that reflect consideration and modification of teaching practice based on data and feedback, establishing a meaningful line of inquiry around effective teaching practices or teaching informed research. The quality and impact of the candidate's teaching record and must be articulated within the Contextual Statement using factors such as those identified in this Handbook.

CONSIDERATIONS FOR 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. Examples of strong performance and ongoing improvement are required through multiple indicators. Such indicators may include, but are not limited to: positive peer evaluations, positive student evaluations and comments, development of new courses and programs that are responsive to current needs,

innovative teaching and learning methods, participation in learning communities, global collaborations, advising/mentorship of students, demonstration of teaching efforts that reflect consideration and modification of teaching practice based on data and feedback, and establishing a meaningful line of inquiry around effective teaching practices or teaching informed research. The quality and impact of the candidate's teaching record and must be articulated within the Contextual Statement using factors such as those identified in this Handbook.

CONSIDERATIONS FOR PROMOTION TO 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. Examples of strong performance and ongoing improvement are required through multiple indicators. Such indicators may include, but are not limited to: positive peer evaluations of recent teaching; positive student evaluations during the past three to four years; teaching awards; leadership in program development; directing doctoral dissertations and/or master's theses; leadership in university committees in personnel preparation and training; leadership at the larger program level accreditation efforts and reporting; participation in external reviews for university programs; engagement in personnel preparation efforts at the local, state or national levels; and a record of seeking external funds to support personnel preparation and training efforts.

SERVICE EXPECTATIONS

Service is expressed in an array of activities that reflect positively on the program and university. Two types of service activities are required for tenure and/or promotion: (1) service to the Program, School, College, and/or University, and (2) service to the Community and/or Field. Faculty must clearly articulate within their contextual statement how they have contributed to the Program, School, College, University, Community, and/or Field. Reporting of these activities must include documentation of involvement. Our School values service activities that guide and influence policy and/or professional practices in disciplines related to our academic programs as well as contributing to and/or strengthening the community.

SERVICE TO THE PROGRAM, SCHOOL, COLLEGE, AND/OR UNIVERSITY

Examples of Program, School, College, and/or University service involvement may include, but are not limited to:

- Serving as Program Coordinator;
- Engaged, responsive participation in Program development and improvement;
- Cultivating community partnerships to address Program, School, and/or College priorities;
- Linking local service initiatives with state and/or national initiatives;
- Providing technical assistance/consultative service to a wide variety of campus and community partners;
- Serving as Chair or demonstrating active membership on School, College, and/or University committees;
- Serving as Chair or participating on faculty search committees;
- Serving as the Library representative;
- Serving as a member of the IRB committee;
- Serving as a member of Faculty Advisory Council and/or College Advisory Council;
- Serving on the University Tenure and Promotion Committee

Considerations for Reappointment – Service on various Program, School, or College ad hoc and standing committees appropriate to years of appointment and Faculty workload. At the beginning of the pre-tenure appointment, the candidate is expected to focus on the development of a research agenda research and teaching. However, during the years approaching tenure and promotion to Associate, the candidate is expected to demonstrate more engagement in service commitments.

Considerations for Tenure - University Guidelines identify the specific standards for tenure by which the School adheres. That is, the School's guidelines for tenure mirror university policy. In general, tenure is established when a candidate demonstrates involvement, and potential for leadership, in service to the Program, School, and/or College through ad hoc and/or standing committee membership. A description of the nature and quantity of the candidate's service is required and must be articulated within the contextual statement using factors such as those identified in this Handbook. In particular, responsiveness to the needs of the Program and the needs of students must be demonstrated.

Considerations for Promotion to Associate Professor – A pattern of active involvement and emerging leadership in service to the Program, School, and/or College through ad hoc and/or standing committee membership is required. A description of the nature and quantity of the candidate's service is required and must be articulated within the Contextual Statement using factors such as those identified in this Handbook. In particular, responsiveness to the needs of the Program and the needs of students must be demonstrated.

Considerations for Promotion to Professor – A pattern of active leadership to the Program, School, College, and/or University through ad hoc and/or standing committee membership is required. For promotion to full professor, the candidate is expected to demonstrate high levels of professional service through committee membership at the School, College, and/or University levels, as well as other opportunities, including but not limited to, coordination of the program, directing dissertations, and serving as a graduate faculty representative. Candidates for promotion will have been involved in the life of their Program, School, College, and/or University. A description of the nature and quantity of the candidate's service is required and must be articulated within the contextual statement using factors as

those identified in this Handbook. Responsiveness to the needs of the Program and to the needs of students must be demonstrated, as well as evidence of how service is related to the goals of the Program, School, College, and/or University.

SERVICE TO THE COMMUNITY AND/OR FIELD

Examples of service to Community and/or Field may include, but are not limited to:

- Serving as an Executive and/or Administrative Officer within a national and/or international professional organization;
- Holding a position of leadership and/or committee membership in a national and/or international professional association;
- Editorship or editorial board member of professional international, national, regional, and/or state peer-reviewed journals;
- Serving as a reviewer for professional international, national, and/or state professional associations/learned societies;
- Serving as an external reviewer for a faculty member's application for tenure and/or promotion at another academic institution;
- Appointment and service on state and national and/or international commissions;
- Internal or external grant funding to support collaboration between faculty and community partners, community service, development, and/or demonstration projects
- 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 the profession; (d) presentation of scholarly nature to radio, television, and/or press; and (e) service to community-based agencies and organizations.

Considerations for Reappointment – Service to the profession at the regional, state, or national and/or international level appropriate to years of appointment and Faculty workload. At the beginning of the pre-tenure appointment, the candidate is expected to focus on the development of a research agenda research and teaching. However, during the years approaching tenure and promotion to Associate, the candidate is expected to demonstrate more engagement in service commitments.

Considerations for Tenure – University Guidelines identify the specific standards for tenure by which the School adheres. That is, the School's guidelines for tenure mirror university policy. In general, tenure is established when a candidate demonstrates 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. A description of the nature and quantity of the candidate's service is required and must be articulated within the contextual statement using factors such as those identified in this Handbook.

Considerations for Promotion to Associate Professor – A pattern of active involvement and emerging leadership in service at the regional, state, or national and/or international level. Emerging leadership to the profession at the national and/or international level is required. A description of the nature and quantity of the candidate's service is required and must be articulated within the contextual statement using factors such as those identified in this Handbook.

Considerations for Promotion to Professor – A pattern of active, noteworthy service to the profession at the local, regional, national and/or international level is required. For promotion to full professor, the candidate is required to demonstrate high levels of professional service as evidence through a variety of activities, including but not limited to, participation in learned society activities, service to advisory boards/panels, participation as a reviewer for grants, membership on journal editorial board(s), and/or accreditation reviews, consultancy to agencies/districts, etc. It is desirable that the candidate demonstrates evidence of contributions to or engagement within the broader community, and, in some cases, may be part of the candidate’s expectations (e.g., serving within an administrative capacity, chairing committees). A description of the nature and quantity of the candidate’s service is required and must be articulated within the contextual statement using factors such as those identified in this Handbook.

SPECIFIC PROGRAMMATIC EXPECTATIONS

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 additional clarification when considering the candidate’s file 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.

COUNSELOR EDUCATION AND SUPERVISION: The unique aspects of quality scholarship among the Counselor Education and Supervision faculty include:

- Collaboration with colleagues and/or students is highly valued in areas such as publication in peer-reviewed journals, book chapters, books, and professional presentations.
- Sole authorship in journals is not required. However, first authorship is required for tenure and promotion to the rank of Associate Professor.
- Articles published in peer-reviewed journals sponsored by the American Counseling Association or other counseling related journals are highly valued. Publishing only books or book chapters is not sufficient for tenure or promotion to Associate Professor.
- Publications in journals that conduct a blind or masked peer-review process are valued.
- Peer-reviewed journals with a wide circulation and/or those peer-reviewed journals indexed in major and reputable bibliographic databases (e.g., PsycINFO, PubMed, ERIC) are preferred.
- 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 that the journal is associated with a candidate’s area of research or professional practice, or a journal’s circulation.

HUMAN DEVELOPMENT AND FAMILY STUDIES (HDFS): 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, it is the norm to co-author publications and presentations with colleagues and students. Collaboration is viewed as 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 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.

LONG-TERM CARE ADMINISTRATION (LTCA): Kent State's nationally accredited license program is comprised of interdisciplinary areas of study that was developed for skills needed to pass the three license examinations – one state of Ohio and two national exams. The program offers undergraduate and a graduate post-bac certificate pathway to initial license for nursing home administration (NHA) and health services executive (HSE). LTCA faculty prepare personnel to work with a variety of professionals in a variety of settings, but not limited to: hospitals, skilled nursing facilities, assisted living, resident care facilities, independent living, senior housing, senior agencies, therapy, home care, and Hospice.

The overall mission of the LTCA program is to improve the lives of individuals in need of long-term care services and supports and the professionals who work with them. Faculty work toward meeting our mission by preparing professionals as future leaders in the LTC field.

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 LTC 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.

We expect Faculty (pre-tenured and tenured) to actively seek the support (e.g., funds, equipment, software, datasets, personnel) needed to conduct their research, teach, and to serve the LTCA program. We encourage collaborative, interdisciplinary work across faculty and institutions and where possible, include opportunities for support and mentorship of students. For promotion to Professor, we expect faculty to maintain productive trajectories in extramural support. Non-Tenure Track (NTT) Faculty responsibility is primarily teaching and service. However, this does not preclude a NTT Faculty member from engaging in research to support the program.

It is important to note that LTCA faculty are from 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.

Teaching: Refer to Unit Guidelines

Service/Partnerships: Refer to Unit Guidelines

SPECIAL EDUCATION (SPED): 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.

We expect Faculty (pre-tenured and tenured) to actively seek the support (e.g., funds, equipment, software, datasets, personnel) needed to conduct their research, teach, and to serve the special education program. Examples of acceptable ways for Faculty to support their research, teaching or 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. For promotion to professor, we expect faculty to maintain productive trajectories in extramural support.

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, book chapters, 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.

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 or publisher 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 such as books and book chapters) 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 Annals of the Deaf (R, P, SD/I, SoTL)
American Journal on Intellectual and Developmental Disabilities (R, APO, Pol)
American Journal of Speech-Language Pathology (R, P, APO)
Autism: The International Journal of Research and Practice (R, P, Pol)
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)
WORK: A Journal of Prevention, Assessment, and Rehabilitation (R, P)
Young Children (P, APO)

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.

Teaching: Refer to Unit Guidelines

Service/Partnerships: Refer to Unit Guidelines

CRITERIA FOR REGIONAL CAMPUS FACULTY

In accordance with University Policy as set forth in the Collective Bargaining Agreement, the School of Lifespan Development and Educational Sciences (LDES) recognizes that there are differences in mission and teaching load at the Regional Campuses. These variations will be considered when evaluating Faculty for Reappointment, Tenure, and Promotion.

Candidates for review are not evaluated along single, isolated dimensions of performance, but rather on their whole performance; specifically on an integrated record of teaching, service, and scholarship/research. Examples of this integrated record include, but are not limited to the following:

- A record of strong performance in the classroom (evidence includes teaching evaluations by students and peers) across assigned classes;
- Peer reviews of instruction and instructional materials by senior Faculty members in the candidate's program;
- A contextual statement/narrative that describes the candidate's efforts to address student and peer suggestions for improvement;
- A contextual statement/narrative that provides plans for future course revisions and updates to better meet student needs and cover current knowledge;
- A contextual statement/narrative that includes a clearly articulated teaching philosophy that reflects the candidate's careful/thoughtful self-assessment;
- A record of focused and strong service record to the campus, university, profession, and community along with efforts to assume leadership positions in service
- A contextual statement/narrative that includes clearly defined lines of inquiry;
- A contextual statement/narrative that clearly communicates/articulate s the importance and relevance of lines of inquiry to the candidate's professional field;
- A research/scholarship record that provides evidence that the candidate is actively disseminating research in quality and appropriate outlets;
- A scholarship record that provides evidence that the candidate is moving research projects along to ensure quantity and quality of work;
- A research/scholarship dissemination record (e.g., publications, grants, book chapters, presentations) that provides evidence that the candidate is a scholar in his/her professional field.

REVIEW OF FULL-TIME NON-TENURE TRACK (NTT) FACULTY

Appointments for full-time NTT Faculty are governed by the applicable Collective Bargaining Agreement (CBA). According to the CBA, NTT Faculty members are full-time Faculty of Kent State University whose appointments are made annually and the term of each appointment is limited to a single academic year. Full-time NTT Faculty members typically are appointed in one of the following tracks: (a) Instructional, (b) Clinical, (c) Practitioner, or (d) Research. Occasionally, full-time NTT Faculty members may be assigned administrative duties, such as Coordinator of an academic program or department.

NTT PERFORMANCE REVIEW CRITERIA

Full-Time NTT Faculty are reviewed as described below, including consideration of the track to which the NTT Faculty member is assigned (i.e., Instructional, Clinical, Practitioner, or Research). Because of the varied contributions, responsibilities, and interests of Full-Time NTT Faculty members, a combination of instructional and/or professional activities likely will be part of the candidate's performance review (duties assigned). An inherent part of the review process is to provide guidance and appropriate 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. Formats for the assessment of performance across appropriate areas (i.e., Instruction, Clinical, Practitioner, or Research) will be provided by the School Director. Performance reviews fall into two categories: (a) Full and (b) Simplified, which are described in more detail below:

"FULL" PERFORMANCE REVIEW. A Full Performance Review occurs for those Full-Time NTT Faculty members completing three or six consecutive years of annually renewable contracts, respectively; and, is governed by the applicable CBA. Each academic year, guidelines for the Full Performance Reviews for Full-Time NTT Faculty are distributed by the Office of the Provost. The Full Performance Review concludes with the College's review and determination. The period of performance to be reviewed is three or six full academic years of consecutive appointments, including that portion of the current appointment, which is subject to evaluation and assessment at the time of the review. Each Full-Time NTT candidate who must complete a Full Performance Review is required to submit a dossier as described in the appropriate CBA. At a minimum, the candidate's file must contain a narrative statement, updated curriculum vita, and other appropriate supporting documents based on the candidate's responsibilities (i.e., Instruction, Clinical, Practitioner, or Research).

"SIMPLIFIED" PERFORMANCE REVIEWS. NTT Faculty members who are in their ninth year of consecutive employment, or and any subsequent third year of consecutive employment thereafter (e.g., 12th, 15th, 18th, etc., must complete a Simplified Performance Review as described in the applicable CBA. Each academic year, guidelines for the "simplified" performance reviews for Full-Time NTT Faculty are distributed by the Office of the Provost. The "Simplified" performance review concludes with the College's and determination. The period of performance to be reviewed is the three full academic years of consecutive appointments, including that portion of the current appointment, which is subject to evaluation and assessment at the time of the review. Each Full-Time NTT Faculty who must complete a Simplified Performance Review is required to submit documentation as described in the appropriate CBA. At a minimum, the candidate's file must contain a narrative statement, updated curriculum vita, and other appropriate supporting documents based on the candidate's responsibilities (i.e., Instruction, Clinical, Practitioner, or Research).

Each Full-Time 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 Full-Time 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. Full-Time NTT Faculty members whose appointments will not be renewed must be notified by the timelines established in the applicable CBA 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.

EVALUATING PERFORMANCE OF FULL-TIME NTT FACULTY WITH INSTRUCTIONAL APPOINTMENTS

While acknowledging the varied contributions and responsibilities of Full-Time NTT Faculty members, classroom instruction is the principal responsibility. As such, the goal in either level of performance review (i.e., Full or Simplified) for those Full-Time NTT Faculty members whose primary appointment is instruction is to document excellence in 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 (pre-service and in-service) that which advances the practice of teaching by sharing this research publicly." The scholarship of teaching and learning involves constant reflection regarding 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.

For a **Full Performance Review** of Full-Time NTT Faculty with Instructional appointment, the candidate demonstrates competence in the SoTL, at a minimum, using the following required items:

- Narrative statement that provides a self-evaluation of teaching performance during the period under review, as well as the candidate's demonstration of reflective teaching efforts that reflect consideration and modification of teaching practice based on data and feedback;
- Current curriculum vitae;
- Course syllabi for courses taught during the period under review;
- Sample course materials for course taught during the period under review;
- One peer review of teaching for each year during the period under review; and
- Evaluation summaries of Student Surveys of Instruction (SSI) for all courses taught during the period under review, including both numerical data and student written comments.

At the candidate's discretion, the Full Performance Review file *may* include other materials including but not limited to:

- 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 aspects of instruction (not captured within official SSI);
- Statement of teaching philosophy;
- Formal and/or 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, etc.);
- New course development during the period under review;
- Involvement in the University Teaching Council;
- Involvement in the Center for Teaching and Learning (i.e., teaching scholar's program and/or learning communities);
- Involvement in establishing a meaningful line of inquiry around effective teaching practices; and
- Incorporation of evidence-based instructional strategies

For a **Simplified Performance Review** of Full-Time NTT Faculty with Instructional appointment, the candidate demonstrates competence in the SoTL, at a minimum, using the following required items:

- Narrative statement that provides a self-evaluation of teaching performance during the period under review, as well as the candidate's demonstration of reflective teaching efforts that reflect consideration and modification of teaching practice based on data and feedback;
- Current curriculum vitae; and
- Evaluation summaries of Student Surveys of Instruction (SSI) for all courses taught during the period under review, including both numerical data and student written comments.

At the candidate's discretion, the Simplified Performance Review file may include other materials including but not limited to the aforementioned materials.

EVALUATING PERFORMANCE OF FULL-TIME NTT FACULTY WITH RESEARCH APPOINTMENTS

Performance expectations for Full-Time NTT Faculty with research appointments will be specified by the School Director in consultation with the FAC and with the concurrence of the Dean. Overall, a Full-Time NTT Faculty member with research appointment is expected to be an active researcher, as evidenced by having established and continuing to pursue one or more focused areas of inquiry that applies a clear and cogent method of investigation (or combination of methods).

Overall, Full-Time NTT Faculty with research appointments must demonstrate the quality and significance of their work based on a number of factors. However, several key elements must be included, at a minimum, within the candidate's contextual statement:

- Publication of research findings disseminated through peer-reviewed outlets (e.g., journals, chapters in books, books, academic/training materials);
- Characteristics of all material published during the review period, including but not limited to impact factor, acceptance rates, prominence in the field, readership/circulation, indexing, affiliation with professional organization or agency);
- Presentations to learned societies at local, regional, state, and national/international levels;
- Grant applications, including characteristics of funding source and application process (i.e., prominence of the agency or organization, affiliation with professional organization or federal agency, level of rigor of application process).

EVALUATING PERFORMANCE OF FULL-TIME NTT FACULTY ASSIGNED ADMINISTRATIVE DUTIES

Performance expectations for Full-Time NTT Faculty with administrative duties will be specified by the School Director in consultation with the FAC and with the concurrence of the Dean. Overall, a Full-Time NTT Faculty member with administrative duties is expected to coordinate the daily academic operation

of degree and/or certificate programs. Specific responsibilities may include facilitating Faculty meetings, representing a program at unit level Coordinators meetings, facilitating curriculum design and revision, providing oversight for course offerings, facilitating the collection of data to support accreditation renewals and self-study reports, oversight for student advising, maintaining a program's website, admitting qualified applicants to graduate programs, and coordinating marketing, recruitment and retention activities. NTT Faculty members with administrative duties are also expected to teach courses and maintain an acceptable level of professional and academic service and activity.

Overall, Full-Time NTT Faculty with administrative duties must demonstrate the quality and significance of their work based on a number of factors. However, several key elements must be included, at a minimum, within the candidate's contextual statement:

- Service on committees;
- Program development activities (e.g., curricular changes, marketing, interviewing, data collection and dissemination); and
- Involvement in accreditation reviews (e.g., APA, CACREP, CORE, NCATE, AQUIP, etc.)

EVALUATING PERFORMANCE OF ADDITIONAL PROFESSIONAL OR ACADEMIC ACTIVITY

All of the following are valued as a means of demonstrating that a Full-Time NTT Faculty member has remained current and engaged as a professional in their field and should be accepted as evidence in a subsequent review portfolio. Because the majority of Full-Time NTT Faculty is responsible primarily for teaching, it is important to note that the following are examples from which Full-Time NTT Faculty may choose to demonstrate that they have remained active in their field, either professionally or academically. Please note that no specific area is required to be represented in a candidate's performance review. Rather, the following are offered as elements to assist in guiding the performance review of those candidates who are involved with a variety of other activities.

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 members 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.

RENEWAL OF APPOINTMENT

A NTT Faculty member may be offered an appointment for a subsequent year if programmatic need, satisfaction with performance of previous responsibilities, and budgeted resources supporting the position continue.

PROMOTION OF FULL-TIME NTT FACULTY

Beginning in academic year 2011-12, Full-Time NTT Faculty members who have completed at least six (6) consecutive years of service, and at least two 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 Full-Time NTT promotions are included in the applicable CBA. As required by the CBA, 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 candidate's NTT Faculty member's overall record of accomplishment. The College's Non-Tenure Track Promotion Advisory Board (NPAB) shall be composed of Full-Time NTT Faculty representatives. The NPAB will review the applications for promotion and make a recommendation to the Dean.

EMERITI FACULTY ACTIONS

OVERVIEW. Awarding of Emeritus status is an honor, designating a retired faculty member as having demonstrated a distinguished professional career and as having made significant contributions to the School/College/University.

CRITERIA FOR CANDIDACY. According to University Policy, emeritus status may be conferred to faculty, academic administrators with faculty rank, and unclassified (administrative-professional) and classified staff, following retirement, in recognition of exemplary service at Kent State University; and, implies demonstration of exemplary professional competence and university citizenship after service of at least ten years.

Within LDES, successful candidates for Emeritus status will demonstrate a substantive and contemporary active record of performance at the time of application. The candidate's application should provide evidence of exemplary activity since their last promotion and/or during the last 10 years. Exemplary activity shall be demonstrated in one or more of the following:

- Recent and active record of research, scholarship, and/or creative work;
- Noteworthy teaching and educational contributions; and/or
- Significant service to the School/College/University.

PROCEDURE. The procedures for recommending Emeritus status for faculty and academic administrators with faculty rank occurs first at the School level upon notification that a faculty member intends to retire. Typically, the candidate initiates the application with a letter to the School Director and supporting documentation that includes a current Curriculum Vita. The School Director convenes the FAC who reviews the request and delivers its recommendation to the School Director. Upon the FAC's recommendation, the School Director forwards the recommendation, with the necessary supporting materials, to the College Dean. The College Dean reviews the recommendation and supporting materials and forwards a recommendation to the Provost. The Provost will make the final recommendation regarding the granting of Emeritus status, subject to approval by the President, and final confirmation by the Board of Trustees.

The procedures for recommending Emeritus status for unclassified (administrative-professional) and classified staff is initiated at the School level upon notification that the staff member intends to retire. Typically, the candidate initiates the application with a letter to the School Director and supporting documentation. The School Director convenes the FAC who reviews the request and delivers its recommendation to the School Director. Upon the FAC's recommendation, the School Director forwards the recommendation, with the necessary supporting materials, to the Vice President of Human Resources. The Vice President of Human Resources will make the final recommendation regarding the granting of Emeritus status, subject to approval by the President, and final confirmation by the Board of Trustees.

Emeritus Faculty Maintaining Graduate Faculty Status. Privileges and responsibilities for Emeritus faculty who maintain Graduate Faculty Status within the School will be governed by the procedures that are contained within the College Handbook.

**Section IV:
Faculty Excellence Awards**

OVERVIEW

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.

According to the 2015 Collective Bargaining Agreement (CBA), FEAs are considered in: (a) documented meritorious performance in **research** and/or creative activities; (b) documented meritorious performance in **teaching**, and (c) documented meritorious **service**.

Each time there are FEAs, existing 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 CBA. The basic procedures for FEA are as follows:

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.

CRITERIA

FEA evaluation is based on criteria similar to those used for reappointment, promotion, and tenure review 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.

Within the School, the percentage of funds available to the School for FEA awards will be designated in the following manner:

- 35% of the award pool will be distributed across Research;
- 35% of the award pool will be distributed across Teaching; and

- 30% of the award pool will be distributed across Service.

DOCUMENTATION REQUIRED FOR APPLICATION

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: (a) Research and/or Creative Activities, (b) Teaching, and /or (c) Service, consistent with the Collective Bargaining Agreement. The application will consist of three or fewer pages for each FEA request (i.e., one application for Research FEA, one application for Teaching, and one application for Service, 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, no achievement may be listed across all three categories. 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 are provided below.

RESEARCH/CREATIVE ACTIVITIES 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.

TEACHING 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 FEA are required to contain the following: (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.

SERVICE FEA. 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.

REVIEW OF FEA APPLICATIONS

Upon receipt of applications, the FAC will review each file and 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 Special Assistant, who will then add the total points for all Faculty in each of the two categories. The Special Assistant also will prepare a matrix of total points awarded to each candidate for each category. The School's Special 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). 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.

**Section V:
Other School Guidelines/Policies**

ASSIGNMENT OF OFFICES

A memorandum notifies faculty members 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 15% of the total number of school TT and NTT Faculty.
- 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.

HANDBOOK MODIFICATION, AMENDMENT, AND REVISION

The applicable Collective Bargaining Agreement governs the implementation, modification, amendment, and revision of this Handbook. 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 the School does not adopt these revisions, 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