COLLEGE OF PUBLIC HEALTH

DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

HANDBOOK

KENT STATE UNIVERSITY

College of Public Health

Accepted by

Chair  Dean

this 5/2/16, 2016.
Table of Contents

SECTION I: Preamble

SECTION II: Vision, Mission and Goals of the Department

SECTION III: Handbook

i. Matters of Department/School Governance and related procedures;

ii. Teaching assignments and workload including workload equivalencies and related procedures

iii. Reappointment, tenure and promotion criteria and the criteria and processes relating to other faculty personnel actions;

iv. Criteria, performance expectations, and Department/School procedures relating to Faculty Excellence Awards;

v. Other Department/School guidelines. (Per Article VI, Section 7.F.2.a.) http://www.kent.edu/hr/labor/upload/2012aaupttcba.pdf

SECTION IV: MODIFICATION
SECTION I

PREAMBLE

This Handbook of the College of Public Health, Department of Social and Behavioral Sciences (hereinafter the “Department Handbook”) contains the operational policies and procedures for the College of Public Health, Department of Social and Behavioral Sciences (hereinafter the “Department”). The policies and procedures contained in this Handbook shall not conflict with any University, Administrative and Operational Policy of Kent State University as published in the University Policy Register and elsewhere, any applicable Collective Bargaining Agreement, or any federal, state and local law.
SECTION II

MISSION AND VALUES OF THE DEPARTMENT

The mission and values of the Department of Social and Behavioral Sciences are consistent with those of the College:

Mission: To develop public health leaders and promote sustainable public health innovations in collaboration with community partners in northeast Ohio through teaching, research, and service.

The KSUCPH integrates six core values in all activities of the College:

- **STUDENT SUCCESS** that prepares our students to become effective public health professionals, educated citizenry, and agents of change.
- **DIVERSITY** in backgrounds, cultures, lifestyles and ideas among our students, faculty, staff, and partners.
- **COLLABORATION** to promote productive interactions with our University and community partners.
- **PROFESSIONALISM & INTEGRITY** at the highest levels for our students, faculty and staff.
- **RESEARCH & DISCOVERY** that reduce health disparities and improve public health.
- **FACULTY & STAFF DEVELOPMENT** by providing resources and opportunities for success.
SECTION III  

HANDBOOK

I. Matters of departmental governance and related procedures

A. Definitions
For the purpose of this Handbook, the terms “faculty,” “faculty members,” and “members of the faculty” will be used to refer to all full-time faculty members in the Department of Social and Behavioral Sciences. The term “TT faculty” or “tenure-track faculty” will be used to refer to full-time faculty of academic rank who hold tenured or tenure-track appointments in the department. The term “NTT faculty” will be used to refer to the full-time non-tenure track faculty of academic rank who hold appointments in the department.

B. Role of the Chair
The Chair shall be appointed according to University policy and serve as the administrative director of the Department.

C. Administrative Roles in the Department
Administrative roles are appointed at the discretion of the Chair to coordinate the responsibilities described below. If faculty members are not available to serve in any of these roles, the responsibility defaults to the department chair. Administrative roles include the following:

1. **The MPH Practica Coordinator** has oversight over the MPH practicum experience. This may include helping identify a preceptor who aligns with the practicum project and approving the practicum project. It shall include approving preceptors, addressing any issues that may arise between the student and the preceptor; maintaining all documentation including agreement forms, preceptor CVs, evaluation forms, and time sheets; reviewing and approving the portfolio in conjunction with the student and preceptor; arranging the practicum presentations including date, time, location; approving the practicum handout and presentation; and assigning the final grade.

2. **The Undergraduate Studies Coordinator** has oversight over the undergraduate degree programs or degree program concentrations housed in the Department. The appointment is for a three-year term and is renewable. This includes collaborating with faculty and course directors in drafting curricular changes and submitting them to the Department Curriculum Committee, FAC, and College Curriculum Committee for approval. The Undergraduate Studies Coordinator will also liaise with the Department Chair to schedule classes.

3. **Online MPH Coordinator** has oversight over the Online MPH degree program in the Department. The appointment is for a three-year term and is renewable. This may include drafting curricular changes and submitting them to the Department Curriculum Committee, FAC, and College Curriculum Committee for approval. The Online MPH Coordinator will also liaise with the Department Chair to schedule classes; liaise with appropriate contractors including the University’s online partner, respond to student requests for information; liaise with the Office of Student Services; participate in student...
recruitment activities; coordinate the online program practicum, and other duties as negotiated.

4. **Course Director** is appointed by the Chair to oversee a course that has multiple sections and three or more instructors. Oversight is intended to ensure equity in content, grading, and access to resource materials. The course director is expected to take responsibility for consistency and initiate collaboration with other section instructors consistent with departmental curriculum timelines. It is expected that the Course Director shall collaborate with course instructors and the Department Curriculum Committee to balance course consistency with instructor autonomy. Other duties may be assigned as negotiated.

5. **Graduate Studies Coordinator** is appointed by the Chair after consultation with the Graduate Studies Committee (see Section VI.B. below) and the Graduate Faculty. The appointment is for a three-year term and is renewable. The Coordinator must be a tenured member of the Graduate Faculty. The Graduate Coordinator chairs the Graduate Studies Committee and oversees the operation and development of the Department's graduate programs. Among the duties of the Graduate Studies Coordinator are:

   a. Coordinate admissions into the Department's graduate programs.

   b. Recommend to the Chair, with the advice of the Graduate Studies Committee, the awarding of graduate assistantships and teaching fellowships.

   c. Conduct performance evaluations of graduate student teaching.

   d. Implement the current policies of the Department's graduate programs and of the College of Public Health.

   e. Maintain and process graduate student records and inform students of their standing and progress toward degrees.

   f. Initiate and coordinate changes and improvements in graduate curricula, requirements, and programs.

   g. Chair meetings of the Graduate Faculty.

   h. Act as advisor for the Department's Graduate Student Council.
D. Faculty Appointments

1. Tenure-track faculty appointments
   An earned doctoral degree in a related discipline is required for all appointments to a
   tenure-track Faculty position in the College.

2. Non-tenure track faculty appointments
   NTT faculty members will typically have a doctorate in an appropriate discipline;
   however, individuals with a master’s or professional degree and an appropriate level of
   experience, can also be considered.

E. Faculty Status & Ranks

1. Instructor
   This rank is outside the regular TT and full time NTT categories. Instructors do not vote
   on Department Committees and do not participate in Department governance.

2. Adjunct/Part-Time Faculty Appointments
   These appointments are held primarily by faculty from other institutions or persons on
   the staffs of community-based agencies and organizations. Adjunct/part-time faculty
   appointments in the Department are made at the discretion of the Chair in consultation
   with the FAC. Adjunct/part-time faculty members do not vote on Department
   Committees and do not participate in Department governance.

3. Visiting Faculty Appointments
   Visiting faculty appointments at an appropriate rank may be made when leaves of
   absence occur or when special needs or opportunities arise and funds are available. A
   visiting faculty member is typically a faculty member from another institution who is
   employed by the Department, typically for a period not to exceed one (1) year. Visiting
   faculty appointments in the Department are made at the discretion of the Chair in
   consultation with the FAC and in accordance with University policies. Visiting faculty
   members do not vote on Department Committees and do not participate in Department
   governance.

4. Emeritus Status
   Emeritus/Emerita status may be conferred, following appropriate review and
   recommendation, upon faculty members and staff at the time of their official retirement
   from full-time employment. Emeritus status may be conferred by the board of trustees
   following appropriate review and recommendation by the appointing authority. The
   conferral of Emeritus/Emerita status shall follow University policy (6-19).

5. Dual Appointments
   Primary and secondary dual faculty appointments can be made when such collaborative
   sharing appointments are in the best interest of the faculty member and Department.
   Faculty whose primary appointment is in the Department shall follow the guidelines in
   this Handbook, including but not limited to, appointment, retention, tenure and
   promotion, merit, and other faculty considerations. The roles, privileges, and
responsibilities of all dual appointment faculty members will be clearly stated in writing at the time the appointment is made.

6. Tenure-Track Faculty Ranks
   The basic definitions of tenure-track faculty ranks are the following:

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

   b. Associate Professor
      Hire or promotion to this rank typically assumes prior service as an Assistant Professor and academic achievements consistent with the TT faculty promotion criteria stated in this Handbook.

   c. Professor
      Hire or promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor and is reserved for senior TT faculty members who have achieved significant recognition in and impact on their discipline consistent with the TT faculty promotion criteria stated in this Handbook.

7. Full-Time Non-Tenure Track Faculty (NTT) Ranks
   As governed by the applicable Collective Bargaining Agreement, NTT faculty members hold appointment at one (1) of the following six (6) academic ranks: Lecturer, Associate Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, or Professor. The academic ranks of Lecturer, Associate Lecturer and Senior Lecturer are reserved for NTT faculty members who have not earned a terminal degree in their discipline, but whose professional experience and demonstrated performance warrant these ranks, consistent with the NTT faculty promotion process outlined in this handbook and in the applicable Collective Bargaining Agreement. The academic ranks of Assistant Professor, Associate Professor and Professor are reserved for NTT faculty members who have earned the terminal degree in their discipline and whose professional experience and demonstrated performance warrant these ranks, consistent with the NTT faculty promotion process outlined in this handbook and in the applicable Collective Bargaining Agreement.

a. Graduate Faculty Status
   As a doctoral degree granting Department, the Department normally requires that all faculty hired for tenure-track positions be eligible for appointment to the graduate faculty as associate or full members. See Section G (5) of this Handbook for discussion of Graduate Faculty Status. The Administrative policy regarding graduate faculty is included in the University Policy Register. (See, University Policy Register 3342-6-15.1)
F. Recruiting Faculty

The Department supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the faculty. Search Committees for TT faculty positions are appointed by the Chair after consultation with the FAC and faculty members in the specific area or discipline conducting the search for candidates. TT faculty search committees consist of at least three faculty members and include a student member selected by the faculty members who serve on the search committee. The search committee will elect a search committee chair.

The duties of the TT faculty search committee:
- Draft the position vacancy announcement
- Review all application materials
- Make recommendations for candidates to be interviewed
- Solicit feedback from Department faculty, students, and the broader university community on the candidates, as appropriate, and provide it to the Chair
- Provide input to the FAC and Chair, as appropriate

Each TT faculty candidate who is invited to campus for an interview will present a seminar before the Department. The search committee may recommend its choice of candidates to the Chair with a ranking of candidates. Committee recommendations are advisory to the Chair who makes a recommendation to the Dean. If the Chair's recommendation is different from that of the search committee and the faculty, the Chair shall inform the Dean of all recommendations, faculty ranking of candidates, the reasons for the disagreement and provide a copy to the search committee and FAC.

NTT Hiring Process

Full-time NTT faculty members are hired by the Department Chair in consultation with the FAC. NTT faculty members will typically have a doctorate in an appropriate discipline; however, individuals with a master’s or professional degree, and an appropriate level of experience, can also be considered. NTT appointments are usually made on an annual basis as governed by the applicable Collective Bargaining Agreement.

G. Roles and Responsibilities of the Faculty

Each faculty member is expected to contribute to the Department, College and the University according to the terms and condition of his/her letter of appointment and/or workload statements. High quality work is expected of all faculty members. Expectations are outlined in the Faculty Workload section of the appointment letter.

All faculty members are expected to provide students with a syllabus that includes the subject matter to be covered in the 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 (SSI) is required in each course in each semester, and will be conducted under the auspices of the
Chair pursuant to applicable University policies and procedures (See, Section IX of this Handbook).

Productive scholarly activity is expected of all TT faculty members, although the extent and/or type of activity may vary with the terms of each TT faculty member's appointment, rank, and assigned workload.

Service to the Department, College and University is a responsibility of each tenure-track faculty member. Department, College and University committee or task force membership is expected and acknowledged as a normal part of a TT faculty member's contributions. Tenure-track faculty are also expected to participate in College and Department service, such as recruiting events, graduation ceremonies, and community events. Special or outstanding service above and beyond that which is typical of academic rank, may be considered during performance review, but service alone will not reduce the expectations of quality teaching and scholarly activity for TT faculty. Public and professional service is encouraged and recognized as a part of the professional responsibilities of each TT faculty member, although contributions in this area can be expected to vary widely due to the nature of the various disciplines within the Department.

H. Faculty Code of Ethics

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

I. Department Committees

Elections and appointments for all departmental committees will occur at the end of each Spring semester for the following academic year, but may be adjusted to account for new hires, if applicable, at the start of the Fall semester. The terms of office for these committees shall begin on the 1st day of faculty contract begin date in August and run through last day of summer prior to the new faculty contract year.

1. The Department Faculty Advisory Committee (FAC)

The FAC is the primary advisory and recommendatory body to the Department Chair and operates in accordance with the applicable Collective Bargaining Agreements. Presently, the FAC shall be comprised of all non-administrative full-time TT faculty in the department. Though we recognize that there are no service obligations for NTT faculty, in the event that there are full-time non-tenure track faculty within the department who are interested in serving the FAC, then at least one (1) full-time non-tenure track faculty member may be elected to the FAC by the full-time non-tenure track faculty of the department, or as specified by the applicable CBA. In all cases, tenure-track faculty members of the department shall constitute a majority of the members of the Faculty Advisory Committee. Full-time non-tenure track faculty members who are
elected to the FAC shall not participate in personnel decisions regarding tenure-track faculty members, including but not limited to appointment, reappointment, tenure, promotion, merit, or sanctions. This provision does not prohibit units from including full-time non-tenure track faculty members on search committees.

Consistent with the CPH Handbook, the representative to the College Advisory Committee (CAC) and other College-level committees shall be elected from and by the FAC. Because of the nature of CAC responsibilities, it is highly desirable to elect a tenured faculty member to the CAC.

The FAC shall provide advice and recommendations to the Department Chair on all academic matters including, but not limited to:

- Issues concerning reappointment, tenure, promotion and dismissal;
- Appointment of new faculty, including issues of rank and salary parameters;
- Performance reviews of full-time non-tenure track faculty;
- Allocation or re-allocation of faculty positions and academic staff positions including new and vacant positions;
- Program development, restructuring, and/or discontinuance;
- Evaluations relating to faculty salary increases and other salary adjustments, when and if applicable;
- Department-level planning and budget priorities, including review of requests for new funding and allocation of discretionary resources;
- Selection and structure of committees, including search committees;
- Issues related to teaching assignments, maximum class enrollments, and class schedules including appropriate application of workload equivalencies;
- Faculty professional improvement, research and other leaves;
- Procedures for the establishment, review and revision of the academic unit’s section of the Faculty Handbook;
- Issues related to the advising and retention of students;
- Ensuring that instructional standards are followed;
- Ensuring that class and other duties of Faculty members are met;
- Peer review of teaching forms and assignments.

In addition, the FAC will review the academic qualifications of candidates for distinguished academic ranks in accordance with the applicable Collective Bargaining Agreements.

The Department Chair will call regular faculty meetings of the Departmental Faculty for the purpose of keeping them informed on matters of Department business, to facilitate the election of representatives to the FAC and other appropriate committees, and to transact other appropriate business. The Chair will consult with the FAC so that the agenda for each meeting of the FAC shall include all matters of the Department’s business deemed important by the Chair and the FAC. While the Chair shall call meetings of the FAC for purposes of transacting department business, he/she shall take into consideration requests of any member of the FAC for a meeting and shall call a
meeting any time at least one-half of the members of the FAC request that a meeting be called. While the Chair shall have the obligation of chairing meetings of the FAC called to transact department business, he/she shall do so in a way to assure that all matters on the agenda, including those placed there by members of the FAC, are adequately discussed, and that appropriate action is taken and recorded in the minutes.

It is understood that faculty meetings will likely be informational in nature. This allows the Department Chair to seek faculty opinions outside the auspices of the FAC. During such time as the FAC is comprised of the entire faculty, such meetings may be held concurrently, but it is incumbent on the Department Chair to specify which, if any, agenda items are submitted to the FAC and which are submitted to the faculty meeting and this distinction should be noted on the agenda and in the minutes.

The Department’s elected faculty representative(s) to the CAC may also call, set agendas for, and chair meetings of the FAC, but it is understood that no business of the Department may be transacted or represented as having been transacted at such meetings, although matters of concern to the faculty may be discussed and added to the agenda of the next regular meeting of the FAC. Whenever a peer review involving any sanctions for cause under Article VIII of the Tenure Track Collective Bargaining Agreement is being carried out, the Department Chair shall temporarily turn over chairing of the department FAC meeting to the elected faculty representative to the CAC.

While from time to time it may be necessary for the Department Chair to rapidly seek advice or recommendations from the FAC by email, the normal course of interaction with the FAC should be in-person. In cases when advice or recommendations from the FAC occur via email, the results of the vote and decision of the Chair shall be reported to the FAC at the next in-person meeting and recorded in the minutes.

2. Department Curriculum Committee

The FAC shall select members to serve on the Department Curriculum Committee (DCC). The committee will be comprised of three TT faculty members. In the event that there are full-time non-tenure track faculty within the department who are interested in serving the DCC, then at least one (1) full-time non-tenure track faculty may serve the DCC, or as specified by the applicable CBA. The Department Chair shall act as an ex officio non-voting member of the Department Curriculum Committee and will serve as Chair of the committee. The role of the Department Curriculum Committee shall be to review and make recommendations to the FAC and Department Chair regarding all curricular issues including, but not limited to:

- Proposals for new courses, including Special Topics courses;
- Course and curriculum changes that require Department, College, or University review and/or approval;
- Department syllabus template;
- Criteria for admission;
- Policies pertaining to the transfer of credits;
- Policies pertaining to course substitutions;
- Course enrollment caps; and
- Conducts periodic reviews of the curriculum

The FAC shall select a TT faculty member representative to serve on the College’s Curriculum Committee. If not currently members of the DCC, the Departmental UG Studies Coordinator, Graduate Studies Coordinator, and MPH Online Coordinator shall be ex-officio, non-voting members of the DCC.

3. Student Academic Complaint Committee

The Student Academic Complaint Committee (SACC) is composed of three (3) Full-Time Faculty members appointed by the FAC. In the event that there are full-time non-tenure track faculty within the department who are interested in serving the SACC, then at least one (1) full-time non-tenure track faculty may serve the SACC. Additionally, one graduate student and one undergraduate student will be identified by the FAC to also serve on the Student Academic Complaint Committee. The graduate student will serve on the committee for cases involving graduate student complaints and the undergraduate student for cases involving undergraduate students. The majority of the Student Academic Complaint Committee must be TT faculty. The FAC shall appoint the Chair of the Student Academic Complaint Committee. This committee and the process for its composition are governed by University Policy 3342-4-02.3.

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.

4. Reappointment, Tenure, and Promotion (RTP) Committee

The policies and procedures which govern the Department’s 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 TT faculty who are candidates for reappointment, tenure, or promotion in rank, and makes recommendations to the Chair on each of these personnel decisions. The RTP Committee will also play a role in the performance review and reappointment process of NTT faculty, as specified in this Handbook and governed by the applicable Collective Bargaining Agreement. The recommendations of this committee and the Chair, together with the materials assembled for the committee by the candidates, are forwarded to the Dean.

5. Graduate Faculty Committee

The Graduate Faculty Committee shall consist of all full members (F1-F4) of the graduate faculty in the Department. The Department Chair shall be an ex officio nonvoting member of the committee and shall chair the committee. The Chair shall convene meetings of the committee and prepare written minutes. The committee shall
review all Faculty for graduate faculty status and forward the recommendation to the Department Chair. The Administrative policy regarding graduate faculty can be found in the University Policy Register. (See, University Policy Register 6-15.1)

The qualification for associate graduate faculty status is that the Faculty must possess a terminal degree in an appropriate discipline. The qualifications for full graduate faculty status are:

F1: Possess the qualifications of associate graduate faculty status and a record of successful teaching at the graduate level.

F2: Possess the qualifications of F1 and building a record of scholarly activity resulting in publications or other recognition.

F3: Possess the qualifications of F2 and a sustained record of scholarly activity resulting in publications or other recognition.

F4: Possess the qualifications of F3 and successfully co-directed a dissertation to completion.

The Committee shall also consider time in rank, other research and scholarly productivity, prior work experience and administrative assignments, and other relevant factors.

At a minimum, all members of the graduate faculty shall be reviewed every five years. Faculty who wish to advance in graduate faculty status shall have the opportunity to be considered upon their request. The request must be sent to the Department Chair no later than 14 working days after the first day of classes during the Fall semester. The request should include all materials that the Faculty member believes supports his/her request for advancement. If the Committee does not vote in favor of the Faculty member’s requested level, the Faculty member shall have the right to appeal the decision to the FAC.

6. Other Ad Hoc Committees

The Chair may establish, charge, and appoint the membership of ad hoc committees as required by the Department or College. In establishing ad hoc committees, naming members and designating a committee chair, the Chair shall consult with the FAC. The Chair will welcome requests and preferences from the Faculty before establishing and making appointments to ad hoc committees.
II. Teaching assignments and workload including workload equivalencies and related procedures

A. Faculty Workload

The workload for each faculty member is assigned annually by the Chair in consultation with the faculty member and the FAC. Not all faculty members contribute to the Department in the same manner. Some may be more involved in teaching, others in research, and others in service or outreach activities. Nevertheless, consistent with University policy, all full-time faculty shall teach a minimum of at least one (1) course per academic year, except when on approved leave.

TT and NTT workload equivalencies for administrative duties, research activity, advising, and other assigned duties shall be calculated using the workload equivalencies contained in this Handbook and assigned by the Chair in consultation with the faculty member and FAC.

All TT faculty in the Department are assigned a workload of twenty-four (24) credit hours per academic year, which would typically be twelve (12) credit hours in the Fall semester and twelve (12) credit hours in the Spring semester. Credit hours of workload equivalencies shall be included in a Faculty member’s workload as described in this section. All NTT faculty in the Department are assigned a workload of thirty (30) credit hours per academic year, which would typically be fifteen (15) credit hours in the Fall semester and fifteen (15) credit hours in the Spring semester. (See, University Policy Register 3342-6-18) In the event that additional workload equivalencies for specific duties considered essential to the academic mission of the Department must be assigned, the Chair shall consult with the FAC in an advisory capacity to determine placement of these additional assignments. The Chair shall provide each Faculty member with a statement of her/his workload for each term of the academic year in accordance with the applicable Collective Bargaining Agreement.

Probationary faculty shall receive for the first three (3) semesters of appointment, at least three (3) credit hours of workload equivalency, and will teach no more than one (1) 3-credit hour course. This is in addition to an existing three-hour student supervision research equivalent granted all tenure track faculty (see Table 1 below). The probationary faculty teaching load is for the purpose of establishing an ongoing line of research while orienting to a new academic environment and meeting associated service expectations. New faculty are expected to use this additional release toward scholarly endeavors associated with procurement of research funding including completion of pilot research, establishment of collaborative relationships, identification of appropriate funding opportunities, and submission of funding applications. These efforts are consistent with the expectations described in the Reappointment, Tenure, and Promotion section of this Handbook.

Extramural funding is essential for the department’s financial stability as well as the professional development of faculty. We encourage faculty to seek funding from a variety of sources and we expect faculty to prioritize academic year salary offsets, as appropriate. It is understood that funders may have widely divergent rules related to indirect cost recovery, salary, equipment purchase, and other expenditures. Bearing this in mind, the allocation of
grant funds within a specific proposal shall be governed by programmatic and scientific considerations within the rules set forth by the funder and/or solicitation. These considerations include the distribution of AY salary offset versus summer support. Because these considerations directly impact academic assignments the Chair reserves the right to approve proposed workload on grants and contracts. Salary (both AY and summer support) will be distributed according to the period in which the effort was expended and/or in accordance with the agreement with the funding agency (including flexibilities inherent in fixed price contracts).

**B. Faculty Workload Equivalencies**

**Table 1: Faculty Workload Equivalencies**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Range of Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT College-Wide &amp; Departmental Roles</td>
<td>For 24-credit hour period (9-mo contract)</td>
</tr>
<tr>
<td>NTT College-Wide &amp; Department Roles</td>
<td>For 30-credit hour period (9-mo contract)</td>
</tr>
<tr>
<td>Undergraduate degree (BS, BSPH) Curriculum Coordinator (college-wide)</td>
<td></td>
</tr>
<tr>
<td>Curriculum Coordinator (college-wide)</td>
<td>≥3, as negotiated by chair, faculty member, &amp; FAC</td>
</tr>
<tr>
<td>On-Line Curriculum or Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Assistant Chair</td>
<td></td>
</tr>
<tr>
<td>Graduate Studies Coordinator</td>
<td></td>
</tr>
<tr>
<td>MPH Practicum Director</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Studies Coordinator (department)</td>
<td></td>
</tr>
<tr>
<td>Graduate Studies Coordinator (department)</td>
<td></td>
</tr>
<tr>
<td>MPH Practicum Director (department)</td>
<td></td>
</tr>
<tr>
<td>Laboratory Coordinator/Supervisor (department)</td>
<td>≥3, as negotiated by chair, faculty member, &amp; FAC</td>
</tr>
<tr>
<td>Undergraduate Internship Coordinator</td>
<td></td>
</tr>
<tr>
<td>Other departmental roles or college-wide roles/tasks including, but not limited to: certification coordinator, graduate admissions coordinator, assistant to chair, internship coordinator, recruitment coordinator, career advising coordinator, new degree program development, new concentration development, etc.</td>
<td>≥1, as negotiated by chair, faculty member, &amp; FAC</td>
</tr>
<tr>
<td>Other negotiated roles essential for position</td>
<td></td>
</tr>
<tr>
<td>New course development or major course revision</td>
<td>≥3, as negotiated by chair, faculty member, &amp; FAC</td>
</tr>
<tr>
<td>Online –&gt; Face-to-Face OR Face-to-Face → Online Course Translation</td>
<td></td>
</tr>
<tr>
<td>Course coordinator (maintaining master course, serving as contact for other instructors)</td>
<td>≥1, as negotiated by chair, faculty member,</td>
</tr>
<tr>
<td>Teaching a course not previously taught by the faculty</td>
<td></td>
</tr>
<tr>
<td>Teaching honors course section</td>
<td>&amp; FAC</td>
</tr>
<tr>
<td>Teaching Writing Intensive Course, with average # students/section exceeding 18</td>
<td>≥1 OR provision of teaching/lab assistant(s)</td>
</tr>
<tr>
<td>Teaching a lower-division (10000/20000) undergraduate course with &gt;60 students/section</td>
<td></td>
</tr>
<tr>
<td>Teaching an upper-division (30000/40000) undergraduate course with &gt;40 students/section</td>
<td></td>
</tr>
<tr>
<td>Teaching course on another campus, or with lab work or fieldwork</td>
<td>≥1</td>
</tr>
<tr>
<td>Accumulation of responsibilities equivalent to partial credit hours such as course sharing (splitting of workload), special assignments from the Chair or Dean, and significant student recruitment</td>
<td>≥1, as negotiated by chair, faculty member, &amp; FAC</td>
</tr>
<tr>
<td>Other negotiated roles essential for position</td>
<td>For concurrent or following semester</td>
</tr>
</tbody>
</table>

| **Advising/Mentoring/Service/Research** | |
| Chairing a Dissertation committee to completion | ≥2/AY, as negotiated by chair, TT, & FAC |
| Serving as a dissertation co-chair to completion | 1/AY per dissertation co-chaired |
| Serving as a dissertation committee member to completion | 0.5/AY per dissertation membership |
| Chairing Senior Honors Thesis to completion | (Credit hours x students)/10 |
| Independent study, Directed Research, Individual Investigation | (Credit hours x students)/10 |
| Continuing education/Professional Development Course Offering | ≥1, as negotiated by chair, faculty member, & FAC |
| | |
| Student-related service (e.g., student advising, student mentoring, grading comprehensive exams, supervising graduate research assistants) | 3 in Fall and 3 in Spring |
| F3 or F4 graduate faculty status | 3 in Fall or 3 in Spring¹ |
| Center Administration | To be negotiated |
| Externally funded Faculty time @ 1/24 (4.17%) AY | 1 |

¹This "3+2 course load" is to help offset the immediate financial challenges of the CPH. However, the departmental goal is a "2+2 load" to facilitate a strong research focus. A 2+2 course load will be proposed by the department faculty as soon as the financial situation in the CPH has been rectified.
The workload equivalences associated with any other duties and responsibilities assigned by the Department Chair in consultation with the FAC shall be negotiated with the faculty member. Equivalences earned and used in the same semester will be reported on the Faculty member's workload statement as usual. Equivalencies earned during a given semester that are not used in the same semester (e.g., fractional hours, hours insufficient to offset a course assignment, or hours contingent upon completion of a task such as successful committee work or course revision) will be banked. The banked hours expected to be earned in a given semester will also be reported on the workload statement as well as a total number of hours banked from previous semesters and the semester in which they were earned. Hours are officially earned at the conclusion of the semester in which the activity was conducted or when the committee work was successfully completed. Once a faculty member reaches sufficient hours for a course reduction (normally 3 hours) they initiate a written request to the Chair to use those hours. The Chair, in consultation with the faculty member and the FAC will schedule the use of banked hours as soon as programmatically possible.
1. Instructional Workload Equivalencies

Lecture Courses: In university designated “lecture” courses, each credit hour in the course counts as one (1) credit hour towards a faculty member’s credit hour workload for the academic year.

Lecture/Laboratory Courses (with no graduate assistant or lab technician assigned): In lecture/laboratory courses in which the Faculty member has full responsibility for both the lecture and laboratory sections, the Faculty member will receive full credit for the lecture portion of the course and one (1) additional credit hour per contact hour, for each laboratory section of the course. Thus, a four (4) credit hour course with three (3) credit hours for lecture and one (1) credit hour for a three (3) contact hour laboratory will receive a six (6) credit hour workload equivalency for the course. An additional one (1) credit hour workload equivalency may be assigned for laboratory preparation that is performed solely by the Faculty member when no graduate assistant or lab technician is assigned.

Lecture/Laboratory Courses (with a graduate assistant or lab technician assigned): In lecture/laboratory courses in which the Faculty member has full responsibility for the lecture and only partial responsibility for the laboratory section of the course, the Faculty member will receive full credit for the lecture portion. In cases where the Faculty member has responsibility for instructing graduate assistants in proper teaching technique, in proper use of instrumentation and equipment, and other related laboratory activities, the Faculty member will be assigned one (1) additional credit hour of workload equivalency for the laboratory portion of the course. In cases where the Faculty member is assigned this additional one (1) credit hour of workload equivalency, the Faculty member is expected to meet weekly during that semester with the lab instructors.

Lecture with integrated Laboratory/Field Experience Courses (with no graduate assistant or lab technician assigned): In lecture courses containing laboratory and/or field components in which the Faculty member has full responsibility for the lecture and full responsibility for the laboratory/field components of the course, the Faculty member will receive full credit for the lecture course and be assigned one (1) credit hour of workload equivalency for the added laboratory/field components of the course. Thus, a three (3) credit hour course with laboratory/field components integrated into the course will receive a three (3) hour workload equivalency for the course and an additional one (1) credit hour workload equivalency for laboratory/field preparation that is performed solely by the Faculty member when no graduate assistant or lab technician is assigned, for a total of four (4) hour workload.

Consistent with the applicable Collective Bargaining Agreement, the Department does not distinguish between online and classroom instruction in determining instructional workload or workload equivalencies.
In the interest of maintaining a high standard of teaching and the desirability of faculty involvement in research and service activities, overload assignments are strongly discouraged. Overload assignments (i.e. workload assignments which total more than twenty-four (24) credit hours per academic year for tenured and tenure-track faculty and which total more than thirty (30) credit hours for full-time non-tenure-track faculty) will be made only in unusual circumstances. Such assignments require the agreement of the faculty member and the approval of the Chair.

C. Teaching Assignments and Class Schedules

Faculty members are assigned to teach specific courses by the Chair in consultation with the faculty member and the FAC. The primary considerations for course assignments are prior teaching experience, subject expertise, and shared responsibility among the faculty members for service positions and online and introductory courses. If the faculty member has questions or concerns about the workload assignment, s/he has ten (10) days to submit the questions or concerns to the Chair. 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 Chair.

Scheduling of classes is the responsibility of the Chair. The primary considerations for scheduling classes are student and programmatic needs, including faculty availability. Consideration should also be given to student access 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.

D. Summer Teaching Assignments

The Chair welcomes requests for summer teaching assignments from all faculty members. Summer teaching cannot be guaranteed to any faculty member and summer teaching assignments may be offered for partial load. The size, content, and staffing of summer courses are dictated by budgetary constraints and curricular needs. The offering of summer teaching assignments will follow the applicable provisions of the Collective Bargaining Agreement(s). Faculty members may elect not to accept a summer assignment.

E. Other Faculty Duties

Faculty members are expected to schedule and attend at least five (5) office hours per week during each semester in which a faculty member is the instructor of record for one or more courses (See University Policy Register 3342-6-18.101). It is expected that each full-time faculty member be available either in person (for classes taught in-person) or electronically for a total of five designated hours per week. In summer terms and other periods of instruction the expectation of availability will be adjusted proportionally depending on the number of credit hours assigned. In cases of distance learning courses or other courses that are offered off-campus, it is recognized that availability may more appropriately be provided by electronic means. During each semester in which a faculty member is the instructor of record for one or more courses, he/she is required to have office hours published in the departmental office from the beginning of classes until the completion of the final
assessment for the course. Instructors should notify each class of the hours during which they are available.

F. Sanctions

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

G. Faculty Information System

All faculty members are required to provide a current curriculum vitae (CV) at the beginning of each academic year to be kept on file in the Chair’s office. The faculty member’s CV must be updated annually. The electronic Faculty Information System supported by the University may be used for this purpose.

H. Faculty Leaves

All leaves, sponsored or unsupported, personal or professional, are subject to the approval of the Chair, Dean and the Provost. University leaves include but are not limited to:

1. Research leave.
2. Leave of absence without pay.
3. Faculty professional improvement leave.
4. Research/Creative Activity appointments.

I. Faculty Absence and Travel Policy

Faculty members who will be absent from campus for professional or personal reasons must submit a Travel Authorization Form with the Chair. The request should be made prior to the planned absence and is subject to the approval of the Chair. Arrangements for any classes to be missed during the absence must be addressed to the satisfaction of the Chair before approval will be granted.

Attendance at professional meetings is encouraged and approved travel expenses incurred in attending such meetings will be reimbursed when approved prior to travel according to the University’s travel policies and are subject to the availability of Departmental, grant, start-up, PI accounts, Center budget, or other funds, as applicable. Grant funds will be distributed according to the agreement with the sponsor. In general, priority of departmental travel funding will be given to meeting participants (i.e. those presenting a paper or chairing a session) than to Faculty members who simply attend professional meetings. The Department Chair will ensure equitable distribution of Departmental travel funds to faculty to the extent possible.
J. Faculty Sick Leave

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

K. Outside Employment and Other Professional Activities Outside the University

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

L. Copyright Restrictions

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

M. Academic Misconduct

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

N. Salary Reviews

Faculty members may request a salary review pursuant to the applicable Collective Bargaining Agreement. If a Faculty member requests a special salary review, it must be presented to the Chair in writing. These requests shall be reviewed by the FAC, which will make a recommendation to the Chair. If a faculty member receives a bona fide offer of employment, the FAC may consider the possibility of making a counter offer. In such cases, the FAC shall make a recommendation to the Chair.
III. Reappointment, tenure and promotion criteria and the criteria and processes relating to other faculty personnel actions;

A. Reappointment

The policies and procedures for reappointment are included in the University Policy and Procedures Regarding Faculty Reappointment (See, University Policy Register 3342-6-16). Each academic year, reappointment guidelines for faculty are distributed by the Office of the Provost. Probationary TT faculty members are reviewed by the Department’s RTP Committee (See, Section III of this Handbook). The FAC, in consultation with the Chair, assigns two (2) TT faculty members annually to observe (in-person or online) a class of each probationary TT faculty member to evaluate the faculty member’s teaching performance. This teaching evaluation is to be completed by the tenth week of the semester. A written report of the evaluation is submitted to the Chair for placement in the faculty member’s reappointment file, with a copy to the probationary faculty member.

By the due dates established by the University, probationary TT faculty members will annually submit a request for reappointment. Each probationary TT faculty member’s materials are reviewed by each member of the RTP committee who then votes on the faculty member’s reappointment. The Chair reviews the recommendations from the RTP committee, independently assesses the accomplishments of each probationary TT faculty member, and forwards her/his recommendation and the committee's recommendation to the Dean. The Chair informs probationary TT faculty of the committee's recommendation and provides a copy of her/his recommendation to the Dean. Probationary TT faculty members who are not to be reappointed must be notified according to the schedule established in the applicable Collective Bargaining Agreement.

For probationary TT faculty members in the Department, reappointment is contingent upon demonstration of adequate yearly and cumulative progress toward the requirements for tenure and promotion. Reappointment requests should include short and long term plans for achieving tenure and promotion as well as updates on research, teaching, and service activities, including but not limited to:

- Research
  - Grants applied for, received, and pending
  - Contracts, sub-contracts, applied for, received, and pending
  - Publications under review, in press, and under development
  - Technical reports, white papers, and other scholarly reports
  - Presentations given, conference abstracts/proposals submitted, and presentation invitations received

- Teaching
  - Courses taught, developed, and revised/updated
  - Curricular innovations
  - Student Survey of Instruction evaluations and summaries
  - Peer reviews of teaching
• Service
  o University, college, and departmental committee service and events
  o Community service and events
  o Professional service and events

For TT faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period in the Department is particularly critical. Upon completion of the third year of the probationary period, TT faculty reviewing a candidate for reappointment should consider the record of the candidate’s achievements to date. This record should be considered a predictor of future success. The hallmark of a successful candidate is an increasing record of compelling evidence of impact upon the discourse of her/his discipline and impact on the field of public health, so as to document a positive trajectory leading to a successful tenure decision. Specific concerns expressed by the RTP Committee and/or the Chair/Dean during this stage of the probationary period should be addressed by the candidate in subsequent reappointment reviews. The overall evaluation of a candidate for reappointment must also include consideration of the faculty member's personal integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession is expected of all who seek reappointment in the Department. A candidate who fails to demonstrate likely success in the tenure and promotion process will be notified promptly that she/he will not be reappointed.

In the event that concerns about a candidate’s performance are raised during the reappointment process, the RTP Committee and the Chair shall provide detailed, prescriptive comments to serve as constructive feedback. When concerns arise in reviews during the probationary period, the Chair, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the Department’s tenure and promotion expectations; however, the candidate is solely responsible for her/his success in carrying out this plan.

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

B. Tenure and Promotion

The policies and procedures for tenure are included in the University Policy Regarding Faculty Tenure (See, University Policy Register 3342-6-14) and the policies and procedures for promotion are included in the University Policy Regarding Faculty Promotion (See, University Policy Register 3342-6-15). Each academic year, tenure and promotion guidelines for TT faculty are distributed by the Office of the Provost. Tenure and promotion are separate decisions. The granting of tenure is a decision that plays a crucial role in determining the quality of the University’s Faculty and the national and international status
of the University. In the Department, the awarding of tenure must be based on convincing documented evidence that the Faculty member has achieved a body of scholarship that has had an impact on her/his discipline and the field of public health broadly defined, has demonstrated teaching effectiveness, and has provided valuable service. The candidate is also expected to continue and sustain, over the long term, a program of high quality teaching, scholarship and service relevant to the mission of the Department, College and University. Tenure considerations in the Department can include evaluation of accomplishments prior to arrival at Kent State University, as well as grant proposals submitted but not funded, proposals pending, papers “in review” or “in press,” graduate students currently advised, and any other materials that may reflect on the candidate’s potential for a long-term successful career. The tenure decision is based on all of the evidence available to determine the candidate’s potential to pursue a productive career. On the other hand, promotion is recognition based on a candidate’s accomplishments completed during the review period.

Many factors and criteria, both subjective and objective, are considered in recommending a TT faculty member for tenure and advancement in academic rank in the Department. The overall evaluation of a candidate for tenure and promotion in the Department shall include consideration of the Faculty member’s personal integrity and professional behavior as recognized by the University community. A sound ethical approach to all aspects of research, teaching, and service are expected of all Faculty members who seek tenure and promotion in the Department.

C. Additional Criteria for Tenure and Promotion

The Department’s RTP Committee shall consider the following areas of faculty performance when making recommendations on tenure and promotion. The tables and text below are designed to facilitate assessment of performance of those candidates who are being evaluated for tenure and promotion. During the probationary period, these tools should be used for developmental assistance and projection of future success in achieving tenure and promotion in the Department.

Tables 1, 2, and 3 provide guidelines for the assessment of a faculty member’s performance and a rating scale for use in the evaluation of candidates. For promotion to Associate Professor the faculty member must meet the criteria for an “excellent” rating in either scholarship or teaching with at least a “very good” rating in the other category. Candidates at this level must demonstrate a scholarly, coherent, body of scholarship building a national reputation in their field. University citizenship must be at least “very good” as outlined in Table 3. These same categories and assessment tools apply for tenure and promotion decisions.

A candidate for promotion to Professor must meet the criteria for an “excellent” rating in either scholarship or teaching with at least a “very good” rating in the other categories. Candidates at this level should demonstrate a scholarly, coherent body of scholarship that has established a national or international reputation in their field. University citizenship must exceed the minimum Department criteria. A candidate for promotion to Professor may
not have equal activity in scholarship, teaching and service as he/she becomes more specialized. University citizenship must be at least “very good” as outlined in Table 3.

D. Scholarship

Scholarship is an essential and critical component of University activity. The originality, quality, impact and value of the work must be assessed. To assist this process, at the time of tenure review the candidate shall submit the names of at least five (5) persons outside the University who are qualified to evaluate the candidate’s achievements. Moreover, the candidate must provide the RTP Committee with ample descriptive evidence of his/her scholarly activity up to the time of tenure and promotion. A TT faculty member’s specific area of specialization may be a factor in the number and size of grants applied for and received and in the scope and time required for research and the resulting publications.

In addition to research and scholarly publications, other scholarly activities including but not limited to serving on grant review bodies, presenting at refereed professional meetings, being a committee member or chairing society committees, and presenting papers before learned societies should be considered. These latter activities complement, but do not replace, scholarly publications and research.

Ultimately, different disciplines in public health have different ways of disseminating information and measuring impact (e.g. peer-reviewed publications, publications with fewer co-authors, theory papers, detailed technical and policy reports, books, book chapters, and other publications requiring unusual efforts). As a result, some of the usual quantitative benchmarks for scholarship productivity are, by nature, more suggestive rather than a definitive measure of any individual. However, it is useful to provide some general guidance for indicators for scholarship performance for the Department.
Standards for the Evaluation of Scholarship and Research:

All TT faculty of the Department are expected to seek distinction in scholarly activity. All TT faculty members in the Department are expected to produce records of scholarship that reflect their disciplinary focus and the attributes of an individual faculty member’s scholarly activity will vary across disciplines.

Summary assessments of scholarship should be based on the rubric presented in Table 2:

| Table 2. Evaluation Components for Assessment of Scholarship for Promotion and Tenure |
|---------------------------------|-------------------------------------------------|-------------------------------------------------|
| Level                           | Assistant to Associate                           | Associate to Full                                |
| Excellent                       | A steady body of work comprised of publications$^1$, grants$^2$, and other scholarship-related activities$^3$ consistent with an emerging nationally recognized research program. Typically, this will mean, on average, 1-2 grant$^2$ submissions per year or continuing active grant$^2$ funding, 2-3 reputable publications$^1$ per year (2 of which are peer-reviewed), and 3 or more examples of other scholarship-related activities$^3$. | A body of sustained and progressively impactful work consisting of publications$^1$, grants$^2$, and other scholarship-related activities$^3$ consistent with a nationally recognized research program. Typically, this will mean, on average, 1-2 grant$^2$ submissions per year or continuing active grant$^2$ funding, 2-3 reputable publications$^1$ per year (2 of which are peer-reviewed), and 3 or more examples of other scholarship-related activities$^3$. |
| Very Good                       | A body of work comprised of publications$^1$, grants$^2$, and other scholarship-related activities$^3$ consistent with the mission of the department and the university. Typically this will mean, on average, 1-2 grant$^2$ submissions per year or continuing active grant$^2$ or seed grant$^2$ funding, 1-2 reputable publications$^1$ per year (1 of which is peer-reviewed), and 1-2 examples of other scholarship-related activities$^3$. | A body of sustained work consisting of publications$^1$, grants$^2$, and other scholarship-related activities$^3$ consistent with a nationally recognized research program. Typically this will mean, on average, 1-2 grant$^2$ submissions per year or continuing active grant$^2$ funding, 1-2 reputable publications$^1$ per year (1 of which is peer-reviewed), and 1-2 examples of other scholarship-related activities$^3$. |
| Weak                            | Sporadic or no publications$^1$, grants$^2$, or other scholarship-related activities$^3$ | Sporadic or no publications$^1$, grants$^2$, or other scholarship-related activities$^3$ |
Publications will ordinarily include but are not limited to: papers in peer-reviewed journals, books, book chapters, brief reports, proceedings, technical reports, serial reports, law review articles, encyclopedia entries, and invited written testimony. The magnitude of the faculty member's contribution to advancing knowledge is what matters. Publications of exceptional impact, quality, depth, and/or scope may counterbalance smaller quantities of publications, and are given extra value when applying the evaluation components in Table 1. Evaluation of a publication record will include an assessment of the quality and impact on the academic and practice fields. For journals, impact factors and other assessments of scholarly influence and ranking should be taken into consideration if available. Order of authorship (sole, first, corresponding or senior, multi) and relative contribution depending on discipline is also a consideration in judging the overall record.

Grants refer to extramural funding (including contracts and cooperative agreements) where the role of the Faculty member in submitting and securing the funding and/or carrying out the project is clearly demonstrated (as Principal Investigator for the project, for example) and has sufficient magnitude to fully support scholarship at a level and duration appropriate for the discipline, including funds for supplies, materials and personnel (graduate students, research technicians, and/or post-doctoral associates, etc.). "Seed/pilot Grants" are extramural grants that are not of sufficient magnitude to fully support doctoral students or are intramural grants. "Seed/pilot Grants" should be designed to lead to successful applications for "Grants." Grantsmanship should be commensurate with the field of scholarship with the recognition that the role of the Faculty member and dollar amount of awards varies among disciplines.

Other scholarship-related activities include but are not limited to: Presenting at refereed professional meetings; presenting papers before learned societies; editorial board membership; editorship; community-based applied research; peer reviewer for journals, books, and book chapters; grant review service; research ethics committees (e.g., Institutional Review Board or University Research Council); chair and/or discussant on research or policy panels; or other scholarship-related activities involving the translation of research into policy, practice, or scholarship. Typically, other scholarship-related expectations for candidates progressing to Full Professor should be more meritorious and impactful than the other scholarship-related activities for candidates progressing from Assistant Professor to Associate Professor.

E. Teaching

Department Faculty are expected to provide quality education for students. Key indicators of teaching performance include:

**Standards for the Evaluation of Teaching:**

Student evaluations of teaching. In interpreting student evaluations, factors likely to affect student evaluations for specific courses should be taken into account (e.g., whether the class is large or small, required vs. elective course, methods/theory course, etc.). Other recognized standards of evaluation include: Peer evaluations of teaching, teaching awards or other recognition of teaching excellence, student exit interviews, documented activity in advising/mentoring students, and successful mentoring of students.
Candidates for promotion from assistant to associate professor are expected to have devoted less effort to mentoring student research. Faculty at the rank of assistant professor should contribute to mentoring student research to the extent possible, for example as a member of a student’s dissertation committee or faculty preceptor. For candidates for promotion from associate professor to professor, success as a mentor of student research is an important component in the assessment of teaching performance.

Course syllabi and other appropriate materials should be reviewed to make a judgment about the quality of the course content and evidence of innovation. New course development and course revision shall also serve as evidence of innovation. Course revision is defined as making a substantial modification to a course such as developing several new laboratories, addition of distance learning options, etc. Other factors to be considered in the evaluation of teaching may include: Number of courses taught, size of classes, type of course (e.g., writing-intensive courses, Honor’s sections/courses, etc.) and teaching overload.

Other information such as written comments from students, colleagues within and beyond the Department, College, or University administrators shall be considered when available. Peer reviews and summaries of student evaluations (including all student comments) must be submitted as part of a candidate’s file for reappointment, tenure, and promotion. Copies of representative syllabi, examinations, and other relevant assessments and teaching material should also be available for review. Documentation related to graduate student, undergraduate student, and post-doctoral student training should be included in materials provided by a candidate for reappointment, tenure and promotion.
Summary assessments of teaching should be based on the rubric presented in the Table 3 below:

<table>
<thead>
<tr>
<th>Level</th>
<th>Assistant to Associate</th>
<th>Associate to Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Typically includes student evaluation scores at or above department norms, peer evaluations that demonstrate excellence in teaching, teaching awards, mentoring of students, curricular enhancement and/or innovations, and other excellent feedback regarding teaching. It may also include excellence in creating and/or delivering new programs or continuing education programs.</td>
<td>Typically includes student evaluation scores above department norms, peer evaluations that demonstrate excellence in teaching, teaching awards, mentoring of students, demonstrated leadership in curricular enhancement and/or innovations, and other excellent feedback regarding teaching. It may also include excellence in creating and/or delivering new programs or continuing education programs.</td>
</tr>
<tr>
<td>Very Good</td>
<td>Typically includes student evaluation scores at departmental norms, very good peer evaluations, and very good feedback regarding teaching. It may also include very good performance in creating and/or delivering continuing education programs.</td>
<td>Typically includes student evaluation scores at departmental norms, very good peer evaluations, mentoring of students, and very good feedback regarding teaching. It may also include very good performance in creating and/or delivering continuing education programs.</td>
</tr>
<tr>
<td>Weak</td>
<td>Typically includes student evaluation scores below departmental norms and poor student and peer evaluations.</td>
<td>Typically includes student evaluation scores below departmental norms and poor student and peer evaluations.</td>
</tr>
</tbody>
</table>

**F. Service**

A TT faculty member's contributions as a University citizen includes service to the Department, College, and the University that is not considered “other scholarship-related activities” as described above. Particularly impactful service includes chairing or serving on committees and the degree to which the committees served on by the TT faculty member are important to the mission of the Department, College, or University. Less impactful components of service include active participation in Department, College, and University events such as faculty and graduate student recruitment, meetings and seminars, convocation and commencement, etc.

Being an active and useful citizen of the Department, College, and University is expected. Significant service to the profession as well as service to communities must also be weighed in reappointment, tenure and promotion decisions. While difficult to quantify, it is still useful to provide some general guidance for service performance for the Department.
1. Guidance for the Evaluation of Service

Expectations in service for promotion to Professor are higher than for promotion to Associate Professor. Candidates for promotion to Associate Professor with tenure are expected to demonstrate a trend toward increasing service effort. Candidates for promotion from Associate to Full Professor should have a demonstrated record of high achievement in service. Important indicators of significant University service include:

   a. Service on University, College, or Department committees
   b. Chairing University, College, or Department committees
   c. Other contributions to faculty governance (e.g., serving in an elected or appointed capacity, conducting special studies for the academic unit, College, or University, etc.)
   d. Participation in Department or College recruitment events

Important indicators of significant professional service include:
   e. Service as an ad hoc journal peer-reviewer
   f. Service on an NIH or similar study section
   g. Service on the editorial board of a journal in the field
   h. Service as a journal editor (includes assistant and associate editorship)
   i. Service on ad hoc committees for a professional organization/association
   j. Service as an elected officer of a professional organization/association
   k. Participation on boards or task forces at the community, regional, state, national, or international level
   l. Service to the State of Ohio or other local governmental entities
   m. Service to governmental entities outside of the State of Ohio

Important indicators of significant community service (practice):
   n. Important indicators of significant community service (practice):
   o. Participation in task forces, panels, and joint ventures with public health practice partners
   p. Invitations by other institutions or health agencies to help plan, organize or review public health practice activities
   q. Appointments to state or national commissions, committees, boards, etc. related to public health practice
   r. Membership on boards and committees in the community-at-large in a professional capacity (e.g., serving as a member of a county health academic unit board)
Summary assessments of professional service should be based on the rubric presented in the Table 4 below:

**Table 4. Evaluation Components for Assessment of Professional Service for Reappointment, Promotion and Tenure**

<table>
<thead>
<tr>
<th></th>
<th>Assistant to Associate</th>
<th>Associate to Full</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>High-quality service, committee service, outreach activities, service to the profession and community</td>
<td>Extensive, high-quality service, leadership roles, outreach activities, service to the profession</td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>Consistent and responsible service on departmental and/or University committees</td>
<td>Consistent and responsible service on departmental and/or University committees and some service to the profession and/or community</td>
</tr>
<tr>
<td><strong>Weak</strong></td>
<td>Minimal and/or low quality service</td>
<td>Minimal and/or low quality service</td>
</tr>
</tbody>
</table>

G. **Renewal of Appointments, Performance Reviews and Promotion of Full-Time Non-Tenure Track (NTT) Faculty**

1. **Workload**
   NTT faculty are valued members of the Department and will be afforded the same respect and consideration as such. While their role is primarily to support the teaching mission of the university, they may wish to engage in faculty activities not typical of their NTT appointment. Thus, NTT faculty may negotiate with the Chair for specific duties equivalent to their teaching work load credit hours. NTT faculty with a nine-month contract have a workload requirement of 15 credit hours per semester or 30 credit hours per academic year. As per the NTT **Collective Bargaining Agreement**, NTT faculty are not expected to fulfill other responsibilities, such as scholarly work or service to the department, college, or community, unless workload equivalencies are provided for these activities as part of the 15/30 hour workload. Workload equivalencies for such responsibilities should be provided according to the Faculty Workload Equivalencies table above. Workload equivalencies for responsibilities not listed in the referenced table should be provided, as negotiated by the faculty member, chair, and FAC.

2. **Renewal of Appointment**
   Appointments of full-time non-tenure track (NTT) faculty are governed by the applicable **Collective Bargaining Agreement** and are made annually. Renewal of appointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position.

For each academic year in which an NTT faculty member is not undergoing Full or Simplified Performance Reviews as governed by the **Collective Bargaining Agreement**, ...
the NTT faculty member will have an opportunity to meet with the Department Chair to
discuss the faculty member’s performance and progress based on the previous year’s
workload statement. This meeting is recommended to take place when the following
academic year workload statements are developed to give the faculty member and Chair
the opportunity to evaluate expectations and proficiency informally.

3. Full Performance Reviews
The Full Performance Reviews of NTT Faculty members are governed by the applicable
Collective Bargaining Agreement. Each academic year, guidelines for the Full
Performance Reviews for NTT Faculty are distributed by the Office of the Provost. The
Full Performance Review concludes with the Department’s level of review and
determination. The period of performance to be reviewed is the three (3) full academic
years of consecutive appointments including that portion of the third appointment,
which is subject to evaluation and assessment at the time of the review. Each NTT
candidate who must complete a Full Performance Review will submit a dossier as
described in the Collective Bargaining Agreement. The file will contain an updated
curriculum vitae, self-evaluation of performance, syllabi for courses taught during the
period under review, and the evaluation summaries of Student Surveys of Instruction for
all courses taught during the period under review. NTT faculty may include supporting
documents as part of this dossier, as applicable to their workload statements.

4. “Simplified” Performance Reviews
NTT faculty members who are in their ninth year of consecutive employment and any
subsequent third year of consecutive employment thereafter (12th, 15th, 18th, et. seq.)
must successfully complete a “simplified” performance review as described in the
applicable Collective Bargaining Agreement. Each academic year, guidelines for the
“simplified” performance reviews for NTT faculty are distributed by the Office of the
Provost. The “simplified” performance review concludes with the Department’s level of
review and determination. The period of performance to be reviewed is the three (3) full
academic years of consecutive appointments including that portion of the third
appointment, which is subject to evaluation and assessment at the time of the review.
NTT faculty who must complete a “simplified” performance review will submit
documentation as described in the Collective Bargaining Agreement.

5. Performance Review Criteria
A committee consisting of the Department’s RTP Committee and at least one additional
NTT faculty will review the NTT faculty member. Whenever possible, the NTT
member of this committee should hold the rank of at least Associate Professor or
Associate Lecturer. Expectations will be evaluated according to goals and objectives
outlined by the workload statements that have been provided to the faculty member
during the review period.

An inherent part of the review process is to provide feedback to the NTT Faculty
member based on clear and consistent performance criteria. Renewals of appointment
and salaries for NTT faculty should be tied to performance within the parameters
established in the NTT Collective Bargaining Agreement. Annual Performance
Reviews should be taken into account in the review of performance for the three-year period under evaluation.

The review committee will discuss each full-time NTT faculty member who is under review. The NTT faculty member’s dossier will serve to document the faculty member’s performance. An evaluation of an NTT candidate shall be holistic and include consideration of the faculty member’s personal integrity and professional behavior as recognized by the University community. A sound ethical approach is expected of all NTT faculty members who seek renewal of appointment in the College.

The review committee will forward its recommendation on renewal of appointment to the Chair who will make an independent assessment of the candidate’s performance. The review process should be as transparent as possible with the candidate receiving information from the Chair as to the committee deliberations and the recommendation made to the Chair. Nonrenewal of an appointment, which results from programmatic or fiscal needs, should be distinguished from nonrenewal of appointment, which results from performance issues when communicated to the candidate. NTT faculty members whose appointments will not be renewed must be notified by the timelines established in the applicable Collective Bargaining Agreement whether lack of satisfaction with performance or the absence of anticipated continuing programmatic need or budgeted resources to support the position is the reason.

6. Promotion

Beginning in academic year 2011-12, NTT faculty members who have completed five (5) consecutive years of employment as a NTT faculty member and one (1) successful Full Performance Review may apply for promotion to the rank of Associate Lecturer/Associate Professor, as applicable, at the time of their second Full Performance Review or with any scheduled performance review thereafter. NTT Faculty members who have completed two (2) successful Full Performance Reviews may apply for promotion to the rank of Senior Lecturer/Professor, as applicable, in the seventh year of consecutive employment as a NTT faculty member or any year thereafter. The criteria, guidelines and procedures for full-time non-tenure track (NTT) promotions are included in the applicable Collective Bargaining Agreement. As required by the Collective Bargaining Agreement, evidence of significant accomplishments in performance and professional development is required. Accomplishments and/or contributions in the area of University Citizenship, when they exist, will contribute to the NTT faculty member’s overall record of accomplishment. The College’s Non-tenure Track Promotion Advisory Board (NPAB), as described in the Collective Bargaining Agreement, shall review materials for promotion. Candidates for promotion shall submit a promotion file consisting of an updated curriculum vitae, a narrative supporting the rationale for promotion, peer review(s) where applicable, the summary sheets of Student Surveys of Instruction (SSI) for candidates having instructional assignments, a written evaluation and recommendation on promotion from the department chair or school director of the FTTNTT Faculty member’s performance, and supporting documents where applicable.
7. Access to Tenure-Track Appointments

Per applicable sections of the Collective Bargaining Agreement, a NTT faculty member may apply and compete for vacancies and appointments in the tenure-track as such positions and opportunities become available, on the same basis as all other qualified candidates from within or outside the University and without jeopardy to the NTT faculty appointment he/she currently holds.

8. Criteria, performance expectations, and Department procedures relating to Faculty Excellence Awards;

Faculty Excellence Awards are established pursuant to the applicable Collective Bargaining Agreement. Procedures and timelines for determining Faculty Excellence Awards for any given year shall be conducted in accordance with guidelines issued by the Office of the Provost. Faculty Excellence Awards are based upon University guidelines, and criteria and procedures established by the Department, and reflect meritorious activity beyond that normally expected of the Faculty member.

A. Teaching and University Citizenship:

The Department values teaching both in and out of the classroom as a conduit for transferring research and developing the next generation of public health professionals. In considering a Faculty member’s teaching, the Department will consider the quantity and quality of:
1. Courses taught;
2. Involvement with dissertations/theses/honors theses/independent studies and practica;
3. Teaching awards/honors;
4. Teaching grants;
5. Instructional innovations/teaching development activities/significant curricular revisions;
6. Published scholarship on teaching;
7. Presentations about teaching;
8. Academic advising of students;
9. Efforts in support of student recruitment and retention; and
10. Other teaching-related activities not mentioned above and other examples as advanced by the candidate and as described in the Reappointment, Tenure, and Promotion section of this Handbook.

The quality of teaching is judged by the criteria stated in the Reappointment, Tenure, and Promotion section of this Handbook. The Department will maintain a master copy of student evaluations, however, Faculty members are strongly encouraged to maintain an independent record of student evaluations in the event of file loss or destruction.
In considering University Citizenship, the Department will consider the quantity and quality of:

1. Committee membership and leadership;
2. Professional involvement and public service; and
3. Other examples as advanced by the candidate and as described in the Reappointment, Tenure, and Promotion section of this Handbook.

B. Research

The Department values research that addresses public health issues facing communities and their constituents. Such research includes:

1. Published scholarship;
2. Research presentations;
3. Research grants and contracts; and
4. Research awards/honors and other examples as advanced by the candidate and as described in the Reappointment, Tenure, and Promotion section of this Handbook.

The quantity criterion is self-evident in its assessment. The quality of research is judged by the criteria stated in the Reappointment, Tenure, and Promotion section of this Handbook.

C. Merit process

Each time Faculty Excellence Awards are included in the Collective Bargaining Agreement, the FAC will review and modify, if desirable, the Department’s existing Faculty Excellence Award criteria and procedures. The Chair will distribute all relevant material to all eligible Faculty. Faculty members shall submit materials by the announced date for review, evaluation, and assessment of achievement using the Department’s Faculty Excellence Awards submission form. Using the total dollar figure of funds available in each Faculty Excellence Awards category, individual FAC members are to review, evaluate, and make recommendations as to the appropriate Faculty Excellence Awards for all eligible Faculty members who have applied, except themselves, to the Chair. The Chair will provide summary statistics of these recommendations to all Faculty.

D. Professional Development Excellence Pool for NTT Faculty

Because NTT faculty are not eligible for the Faculty Excellence Awards, the University does offer support for the professional development activities of NTT faculty members and to assist NTT Faculty members in preparing for promotion-based advancement through a Professional Development Excellence Pool. Funds will be awarded for those professional development activities which have a clear connection to the professional advancement of NTT faculty members and enhance learning and educational excellence. The Non-Tenure Track Provost’s Advisory Council establishes application procedures and guidelines for the submission and review of proposals which will be distributed to NTT faculty members annually by the Associate Provost for Faculty Affairs, per applicable sections of the Collective Bargaining Agreement.
A. Other Department/School guidelines. (Per Article VI, Section 7.F.2.a.)

None.

SECTION IV
HANDBOOK MODIFICATION, AMENDMENT AND REVISION

The applicable Collective Bargaining Agreement governs the implementation, modification, amendment and revision of this Handbook. The Department TT 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 Chair or by any TT 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 Department policy or practice the Chair may seek the recommendation of the entire faculty. If the Chair concurs with a proposed modification, amendment or revision, he/she will recommend the change(s) to the Dean and Provost. All modifications, amendments and revisions of the Handbook require the approval of the Chair, Dean and the Provost. In reviewing this Handbook the Provost may request revisions before lending final approval. If these revisions are not adopted by the Department and College, the Provost shall consult the Provost’s Advisory Council (PAC) 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.