

School of Theatre and Dance Handbook

Kent State University

APPROVALS

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SECTION I

PREAMBLE

This school handbook (hereinafter “Handbook”) contains the operational policies and procedures for the School of Theatre and Dance (hereinafter “School”) within the College of the Arts (hereinafter “College”). The policies and procedures contained in this Handbook shall not conflict with any University, Administrative and Operational Policy of Kent State University, any applicable *Collective Bargaining Agreement*, or any federal, state and local law.

SECTION II

GOALS AND MISSION OF THE DEPARTMENT

The primary objectives of the School are to:

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

Implicit in these objectives is our responsibility as teachers, which includes but is not limited to, educating undergraduate and graduate students and providing continuing education while promoting and clarifying the role and philosophy of education in theatre and dance.

A strong commitment to research and creative activity means creating and maintaining a significant intellectual environment and achieving our broader commitments to the advancement of knowledge and development of our art form and service to the public.

Service to the University and to the general public unifies and clarifies the role of the University in the local community, in the State of Ohio, in the nation, and is valued within the School, the College and the University.

The School of Theatre and Dance provides students with liberal and professional education preparing them for careers in the performing arts as artists, scholars, and educators. The School of Theatre and Dance production season serves as the primary laboratory for the development of student artistic expression and technique. As performing arts, theatre and dance reflect and communicate cultural values and identities intrinsic to human existence. As such, the study of theatre and dance is central to the humanities curriculum.

SECTION III STRUCTURE AND ORGANIZATION OF THE DEPARTMENT

A. Administrative and Service Positions

1. School Director

The School Director of Theatre and Dance (hereinafter “Director”) is the chief administrative officer of the School (*See*, Appendix I of this Handbook) and reports directly to and is accountable to the Dean of the College of the Arts (hereinafter “Dean”). The Director is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular and thorough consultation with the School faculty and the School’s various committees. The Director’s duties and responsibilities shall include but are not limited to the following:

- a. Ensure School compliance with University, Administrative and Operational Policies, rules, regulations and any applicable *Collective Bargaining Agreement*.
- b. Develop and carry out administrative and educational policies in the School, with appropriate consultation.
- c. Develop the School’s budget, with appropriate consultation.
- d. Recommend new staff and faculty appointments to the Dean, with appropriate consultation.
- e. Recommend the reappointment, non-reappointment, tenure, promotion, sanction and/or dismissal of faculty members in the School.
- f. Appoint and direct the nonacademic staff of the School.
- g. Serve as Producing Director of all School and Porthouse Theatre productions.
- h. Recommend leaves of absence for faculty members in the School, including but not limited to Professional Improvement Leaves and other academic leaves and/or non-academic leaves, including but not limited to leaves of absence without pay, sick leave, temporary disability leaves, court leaves and/or military leaves of absence.
- i. Notify the Dean of the absence or resignation of a faculty member.
- j. Implement course changes through the appropriate committees.

- k. Assign workload to faculty members, with appropriate consultation.
- l. Schedule classes and rooms through the appropriate University offices.
- m. Oversee the preparation of reports to University officials, as required and appropriate.
- n. Maintain custody of University property allocated to the School.
- o. Supervise the academic counseling of student majors in the School.
- p. Communicate and work with the appropriate College and University staff on fund-raising and advancement initiatives to benefit the School of Theatre and Dance.
- q. Promote positive communication and morale within the School.
- r. Represent the School and communicate the views of its faculty in College and University affairs.
- s. Keep the School informed of the views and policies of the College and University administrations.
- t. Maintain appropriate balance and emphasis among the various disciplines of the School.
- u. Perform other tasks and duties as assigned, all of which cannot be cataloged and may include but not be limited to following the progress of graduates, maintaining relationships with the Regional Campuses, providing orientation to new faculty, developing brochures of course syllabi, etc.

The Director is an ex officio, non-voting member of all School committees, and may make appointments as necessary and permitted to School committees and to the various administrative and service positions in the School.

The selection, review, and reappointment of the Director is the responsibility of the Dean, who consults with the School faculty on such matters. Procedures for the selection, review and reappointment of the Director are included in the applicable *Collective Bargaining Agreement*.

2. **Undergraduate Coordinator**

The Undergraduate Coordinator is appointed by the Director after consultation with the Faculty Advisory Committee (hereinafter “FAC”). The appointment is for a

three (3) year term and is renewable. The duties and responsibilities of the Undergraduate Coordinator shall include but are not limited to the following:

- a. Prepare the schedule of classes.
- b. Advise and counsel students.
- c. Serve as liaison to program counselors in the various Colleges and Schools.
- d. Make and maintain advising assignments.
- e. Coordinate and participate in undergraduate recruitment activities for the School.
- f. Perform other duties and tasks as assigned or delegated by the Director.
- g. Facilitate and coordinate changes and improvements in undergraduate curricula, requirements, and programs.
- h. Chair the School's Curriculum Committee.

3. **Graduate Coordinator**

The Graduate Coordinator is appointed by the Director after consultation with the Graduate Studies Committee (hereinafter "GSC") and the Graduate Faculty. The appointment is for a three (3) year term and is renewable. The Graduate Coordinator must be a full member of the Graduate Faculty holding the rank of Associate Professor or Professor. The Graduate Coordinator chairs the GSC and oversees the operation and development of the School's graduate programs. The Graduate Coordinator serves as the School liaison to the Division of Research and Graduate Studies. The duties of the Graduate Coordinator shall include but are not limited to:

- a. Oversee and coordinate admissions into the School's graduate programs.
- b. Facilitate, with the advice of the GSC, the awarding of graduate assistantships and teaching fellowships.
- c. Serve as School liaison to the College of the Arts, the Graduate College Council and the Division of Research and Graduate Studies.
- d. Conduct performance evaluations of graduate student teaching.
- e. Implement the current policies of the School's graduate programs and the current policies of the College of the Arts.

- f. Maintain and process graduate student records and inform students of their standing and progress toward degrees.
- g. Conduct reviews and make recommendations on Graduate Faculty status in consultation with the GSC.
- h. Facilitate changes and improvements in graduate curricula, requirements, and programs.
- i. Chair meetings of the Graduate Faculty.
- j. Serve as advisor for the School's Graduate Student Forum.
- k. Approve individual investigations and special topics courses at the graduate level.

4. Dance Division Director

The Dance Division Director for the School is appointed by the School Director after consultation with the graduate faculty, the FAC, and the College Dean. Any regular full-time, tenured Dance Division faculty member shall be eligible for this appointment. The appointment is for a three-year term and is renewable. The functions of the Dance Coordinator are established by the School Director and include, but are not limited to, the following tasks:

- a. Oversee and coordinate recruitment and admissions into the School's dance programs.
- b. Convene meetings of the dance faculty.
- c. Represent dance faculty at school meetings
- d. Schedule dance courses.
- e. Initiate and coordinate changes and improvements in dance curricula, requirements, and programs.
- f. Maintain dance student records and advise dance students
- g. Recommend teaching and non-teaching assignments to the School Director.
- h. Recommend production responsibilities for all activities pertaining to dance productions, including but not limited to the Faculty Dance Concert, Kent Dance Ensemble, Student Dance Concert, and BFA Senior projects.

- i. Perform other duties as assigned.

4. **Additional Administrative Appointments**

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

5. **Non-Academic Staff**

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

- B. **School Committees**

All School committees are advisory and recommendatory to the Director. The membership, structure, and function of some of the School's committees are governed by University, Administrative and Operational Policies and the applicable *Collective Bargaining Agreement*. The Director may establish ad hoc committees in consultation with the FAC. The Director will welcome requests from faculty members for positions on the School's various committees. The Director, when making appointments to School committees, will be mindful of the diversity of disciplines within the School and will consider the expertise and interests necessary for the effective functioning of specific committees.

1. **The Faculty Advisory Committee (FAC)**

The FAC is structured and operates as described in the applicable *Collective Bargaining Agreement*. The FAC is elected directly by the full-time faculty of the School who hold tenured or tenure-track appointments. NTT faculty will elect the NTT representative.

FAC terms are for one (1) year. Elections are conducted in the Spring Semester and the FAC members assume office at the beginning of the Fall Semester.

The FAC shall consist of seven members as follows: two representatives from the tenured or tenure-track dance faculty, three representatives from the tenured or tenure-track theatre faculty, one representative from NTT faculty and one representative from a regional campus.

The FAC is convened and chaired at least once per term by the Director who, in consultation with the FAC, sets the agenda for its meetings. FAC members may request that items be added to the agenda. Additional meetings of the FAC may be called by the Director, as needed, or upon a request by at least one-half of the members of the FAC. The FAC elects

one (1) tenured member to act as the School representative to the College Advisory Committee (hereinafter “CAC”).

2. **The Graduate Studies Committee (GSC)**

The GSC includes the following faculty members:

- a. All full-time faculty having graduate faculty status in the School.
- b. The Graduate Coordinator, who serves as the GSC Chair.
- c. One graduate student elected by the School’s Graduate Student Forum.

The GSC and the Graduate Coordinator provide oversight and development of the School’s graduate program. The GSC is responsible for evaluating applications for admission and evaluating and recommending candidates for graduate appointments. The GSC is also responsible for monitoring the progress and academic performance of graduate students in the School. The GSC reviews proposals for new graduate courses, changes in course content and related curricular matters, and conducts periodic reviews of the School’s graduate program as a whole.

3. **The Undergraduate Curriculum Committee (UGCC)**

The UGCC includes the following faculty members:

- a. Faculty members appointed by the School Director.
- b. One (1) undergraduate student representative appointed by the UGCC.
- c. The Undergraduate Coordinator who serves as the UGCC Chair.

The UGCC assists the Undergraduate Coordinator in supervising and coordinating the School’s undergraduate program. The UGCC makes recommendations on any and all matters that affect the undergraduate program of the School including but not limited to faculty proposals for new courses, changes in course content, major requirements, and other curricular matters. The UGCC reviews and decides student appeals regarding course substitution. The UGCC shall elect one (1) member with full graduate faculty status to serve on the College Curriculum Committee.

4. **Student Academic Complaint Committee**

The Student Academic Complaint Committee is composed of faculty members appointed by the School Director. The Chair of the Student Academic Complaint Committee is Undergraduate Coordinator. 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 full-time tenured and tenure-track faculty. If the Undergraduate Coordinator is the subject of or may otherwise be involved with a student complaint, the Director will appoint a member of the Student Academic Complaint Committee to chair the committee and the FAC will appoint an additional member to the committee from the full-time tenured and tenure-track faculty.

5. **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. The Ad Hoc Reappointment, Tenure and Promotion Committee consists of all tenured members of FAC and all full professors in the School of Theatre and Dance.

6. **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.

7. Other Standing Committees of the School

- Dance Division Area Faculty
- Performance Area Faculty
- Design/Tech Area Faculty
- History/Literature/Criticism Area Faculty
- Student Success
- Development
- Student Production
- Production Committee

SECTION IV APPOINTMENT AND EMPLOYMENT PROCEDURES AND REGULATIONS

A. **Faculty Appointments**

Normally, an earned terminal degree or equivalent professional experience in a related discipline is required for all faculty appointments to a tenure-track position in the School.

B. **Faculty Ranks**

The basic definitions of faculty ranks are the following:

1. **Assistant Professor**

This rank is normally the entry-level rank for tenure-track faculty holding the terminal degree or equivalent professional experience in an appropriate discipline.

2. **Associate Professor**

Hire to or promotion to this rank presumes prior service as an Assistant Professor, significant academic achievements, and possession of the terminal degree or equivalent professional experience in an appropriate discipline (*See Reappointment, Promotion and Tenure Considerations for Tenure-Track Faculty*, Section V of this Handbook).

3. **Professor**

Promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor and is reserved for senior faculty members who have made sustained and significant impact and achieved significant recognition in their discipline. (*See*, Section V of this Handbook).

4. **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.

5. **Adjunct Faculty Appointments**

These appointments are held primarily by faculty from other institutions or persons on the staffs of community-based agencies and organizations. Adjunct faculty appointments are made at the discretion of the Director in consultation with the FAC. Adjunct faculty members do not vote on School Committees and do not participate in School governance.

6. **Visiting Faculty Appointments**

Visiting faculty appointments at an appropriate faculty rank may be made when leaves of absence occur or special needs arise and funds are available. A visiting faculty member is typically a faculty member from another institution who is employed by the School for a period not to exceed one (1) year. In the event that a Visiting faculty member is employed in that capacity for a second consecutive year, the visiting faculty member will then become a full-time non-tenure track (NTT) faculty member.

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

Full-time non-tenure track faculty (NTT) appointments are made on an annual basis (*See*, Section VI of this Handbook). NTT appointments are not included under the umbrella of the **University policy and procedures regarding faculty tenure** (*See*, University Policy Register 3342-6-14) and NTT faculty members are not entitled to any rights with regard to tenure.

8. **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.

9. **Graduate Faculty Status**

As a terminal 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. (*See*, University Policy Register 3342-6-15.1)

C. **Recruiting Faculty**

The School supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the faculty. Search procedures follow the policies and procedures set forth in the CBA. Search Committees are appointed by the Director after consultation with the FAC and faculty members in the specific area or discipline conduct the search for candidates. Search committees include a student member selected by the faculty members serving on the search committee. Following the search, the search committee recommends to the Director that two (2) or three (3) candidates be invited to campus for an interview. Each candidate who is invited to campus for an interview will present a seminar/studio class before the School. The search committee will recommend its choice of candidates to the Director. Committee recommendations are advisory to the Director who makes a recommendation to the Dean. If the Dean concurs with the Director, a recommendation is forwarded to the Office of the Provost. If the Director's

recommendation is different than that of the search committee and the faculty, the Director shall inform the Dean of all recommendations and the reasons for the disagreement.

D. **Role and Responsibility of the Faculty**

Each faculty member is expected to contribute to the School, Campus, College, and the University according to the terms and conditions of his/her letter of appointment. Some faculty members make their primary contribution in teaching while others emphasize research and/or creative activity. High quality teaching and scholarly activity are expected of all faculty members. Service to the School, Campus, College, and the University is also expected of each faculty member.

Faculty members are expected to provide students with a syllabus which includes the subject matter to be covered in a course, a listing of assignments and/or reports, 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 (*See*, Section IX of this Handbook). Probationary faculty members are required to undergo peer review of teaching during each year of the probationary period. Supervision and direction of undergraduate research projects and theses is part of the teaching function.

Scholarly activity is expected of all faculty members, although the extent and/or type of activity may vary with the terms of each faculty member's assignment and campus location. Faculty involved in research and/or creative activity and the graduate program are expected to present evidence of their endeavors as witnessed by publication, proposals submitted for extramural funding, performances and juried exhibitions and dissemination of research and/or creative activity in various venues as appropriate to the discipline. Activity in professional organizations and the training of graduate students is also expected.

Service to the University is a responsibility of each faculty member. School, Campus, College, and University committee or task force membership is expected as a normal part of a faculty member's contributions. Special or outstanding service above and beyond that which is typical may be considered during the review of a faculty member, but service alone will not reduce the expectations of quality teaching and scholarly activity. Public service is encouraged and recognized as a part of the professional responsibilities of each faculty member, although contributions in this area can be expected to vary widely due to the nature of the various disciplines within the School.

E. **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. (*See*, University Policy Register 3342-6-17)

F. **Faculty Workload and Workload Equivalents**

All full-time tenured and tenure-track 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. (See, University Policy Register 3342-6-18) The workload for each individual faculty member is assigned by the Director with the approval of the Dean. The FAC shall advise the Director on issues related to teaching assignments, class schedules and the appropriate application of workload equivalents. In addition, the Director may, in consultation with the FAC and with the concurrence of the Dean, assign workload equivalencies for specific duties that are considered essential to the academic mission of the School. The Director shall provide each faculty member with a statement of her/his workload.

Workload Equivalencies

Activity	Maximum Hr Equiv
Director, Major Production	3
Artistic Director, Faculty Dance Concert	3
Designer, Major Production	1-3
Music Director, Major Production	1-3
Technical Director, per semester	6-9
Technical Director, Major Production	1-3
Performer, Major Production	1-3
Vocal or Movement Coach, Major Production	1-3
Fight or Dance Choreographer, Major Production	1-3
Faculty Director/Coordinator, Student Productions/Projects	1-3
Dance Division Director	3-6
Program Coordinator	1-3
Graduate Coordinator	1-3
Undergraduate Coordinator (includes FYE instruction)	1-3
Porthouse Artistic Director	3-6
Extraordinary class size (over 50% above capacity)	1-3
Research/Creative Activity	1-3
Curriculum/Course Development	1-3

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 a faculty member who is also a member of the graduate faculty. Most of the School faculty members will be either a full or associate member of the graduate faculty. All faculty members are expected to be involved

in significant research and/or creative activity, serve on graduate student committees, and direct graduate student research.

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

G. **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 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.

H. **Summer Teaching Assignments**

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

I. **Other Faculty Duties**

Faculty members are expected to schedule and attend at least five (5) office hours per week (*See*, University Policy Register 3342-6-18.101). The office hours shall be posted on the faculty member's office door and communicated to the School office as well as to the faculty member's students. If a student, for a legitimate reason or reasons, is unable to meet during the faculty member's scheduled office hours, the faculty member shall make appointments to meet with the student at an alternate time.

In order to assist in student advising, faculty members should maintain current knowledge of University, College, and School programs and requirements.

Faculty members are expected to participate in recruitment programs, graduation ceremonies and other activities that are appropriate to their role as a faculty member in the School.

J. **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*)

K. **Faculty Information System**

All faculty members are required to provide a current curriculum vita (CV) to be kept on file in the School office. The faculty member's CV must be updated annually using the electronic system supported by the University.

L. **Faculty Leaves**

All leaves, sponsored or unsupported, personal or professional, are subject to the approval of the Director, the Dean and the Provost.

University leaves include but are not limited to:

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

M. **Faculty Absence and Travel Policy**

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

Attendance at professional meetings is encouraged and approved travel expenses incurred in attending such meetings will be reimbursed when approved prior to travel according to the

University's travel policies and are subject to the availability of School funds. In general, greater amounts of support will be granted to meeting participants (i.e. those presenting a paper or chairing a session) than to faculty members who simply attend professional meetings.

N. **Faculty Sick Leave**

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

O. **Outside Employment and Other Outside Activities**

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

P. **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.

Q. **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)

SECTION V
REAPPOINTMENT, TENURE, AND PROMOTION
CONSIDERATION FOR TENURE-TRACK FACULTY

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 Kent and Regional Campus faculty are distributed by the Office of the Provost. Probationary tenure-track faculty members are reviewed by the School's Ad Hoc RTP Committee (*See*, Section III of this Handbook). The FAC, in consultation with the Director, assigns two (2) faculty members or professionals with expertise in the field to visit the classes of each probationary faculty member, interview students in the classes, and generally evaluate the faculty member's 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 submitted electronically via the online system designated by the University for this purpose. These materials are made available to the Ad Hoc RTP Committee. Each probationary faculty member is discussed by the committee, which then votes on the faculty member's reappointment. The Director independently assesses the accomplishments of each probationary faculty member and forwards her/his recommendation and the committee's recommendation to the Dean. The Director informs probationary faculty of the committee's recommendation and provides a copy of her/his recommendation to the Dean. Probationary faculty members who are not to be reappointed must be notified according to the schedule established in the *Collective Bargaining Agreement*. For faculty members whose appointment is in the Regional Campuses, recommendations on reappointment from the Director are forwarded to the Dean and the appropriate Regional Campus Dean.

For probationary faculty, reappointment is contingent upon demonstration of adequate progress toward the requirements for tenure. Moreover, the faculty member must have established and articulated short and long term plans for achieving these goals. For faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period at Kent State University is particularly critical. Upon completion of the third year of the probationary period, faculty reviewing a candidate for reappointment should consider the record of the candidate's achievements to date. This record should be considered a predictor of future success. The hallmark of a successful candidate is a record of compelling evidence of impact upon the discourse of her/his discipline. This record can be demonstrated through review of the candidate's performances, exhibitions, installations, grants, pink sheet reviews, peer reviewed work including assessment of the impact (as measured by the quality of the journal publishing the paper/journal impact factor) or citation indexes such as Google Scholar. Specific concerns expressed by the Ad Hoc RTP Committee and/or the Director during this stage of the probationary period should be addressed by the

candidate in subsequent reappointment reviews. Finally, the overall evaluation of a candidate for reappointment must 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, creative activity, publication, and the academic profession is expected of all who seek reappointment in the School. A candidate who fails to demonstrate likely success in the tenure 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 Ad Hoc RTP Committee and the Director shall provide detailed, prescriptive comments to serve as constructive feedback. If such concerns arise during a review that occurs after completion of three (3) full years in the probationary period, the Director, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the School's tenure and promotion expectations; however, the candidate is solely responsible for her/his success in implementing this plan.

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

B. Tenure and Promotion

The policies and procedures for tenure are included in the **University policy and procedures regarding faculty tenure** (*See*, University Policy Register 3342-6-14) and the policies and procedures for promotion are included in the **University policy and procedures regarding faculty promotion** (*See*, University Policy Register 3342-6-15). Each academic year tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. Tenure and promotion are separate decisions. The granting of tenure is a decision that plays a crucial role in determining the quality of university faculty and the national and international status of the University. The awarding of tenure must be based on convincing documented evidence that the faculty member has achieved a significant body of scholarship that has had an impact on her/his discipline, excellence as a teacher, and has provided effective service. The candidate is also expected to continue and sustain, over the long term, a program of high quality teaching, scholarship and service relevant to the mission of the candidate's academic unit(s) and to the mission of the University. For tenure, evaluation may refer to (but not count) accomplishments prior to appointment at Kent State in order to establish consistency. Grant proposals submitted but not funded, proposals pending, creative works and papers "in review" or papers "in press," graduate students currently advised, and any other materials that may reflect on the candidate's potential for a long-term

successful career may be considered.

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 and promotion decisions are based on performances, exhibitions and installations reviewed, papers published, grants received and graduate students graduated during the review period, as well as teaching evaluations and service to the University.

Consideration for promotion to Professor differs from consideration for promotion to Associate Professor. Promotion to Associate Professor is recognition for establishing a career likely to achieve national/international prominence as evidenced by performances, exhibitions and installations reviewed, extramural grants received, papers published in refereed literature, students graduated, etc. Promotion to Professor recognizes the highest level of university achievement and national/international prominence. Evidence for this prominence includes a record of sustained creative activity in highly significant venues, major extramural funding from highly competitive funding sources and a record of increased prominence in and impact on the field.

Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for tenure and advancement in academic rank. The overall evaluation of a candidate for tenure and promotion 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 teaching, research, publication, and the academic profession are expected of all who seek tenure and promotion in the School.

C. Criteria for Tenure and Promotion

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

Tables 1 (A and B), 2, and 3 provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For promotion from Assistant 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. University citizenship must at least meet the minimum School criteria as outlined in Table 3. These same categories and assessment tools apply for tenure decisions.

A candidate for promotion to Professor must meet the criteria for an "excellent" rating in

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

Documentation of a faculty member's achievements may be demonstrated in a seminar, performance or other presentation of scholarly or creative work (lecture, demonstration, etc) presented to the School prior to a faculty member's application for tenure or promotion. For Assistant Professors, this seminar/presentation of creative work may typically be presented during the faculty member's third full year in this rank. For promotion to Associate Professor and Professor, the seminar/presentation of creative work may be the year prior to an anticipated promotion application.

Regional Campus Faculty

Regional campus faculty is evaluated by the same criteria/categories as Kent campus faculty. However, as the categories of teaching and service are the primary missions of the regional campus system, they should be given a higher priority in their review.

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, the candidate shall submit the names of at least five (5) experts in her/his field who are considered capable of judging the candidate's work. Moreover, the candidate must provide the Ad Hoc RTP Committee with ample descriptive evidence of his/her scholarly activity. A faculty member's specific area of specialization may be a factor in the number and size of grants received and in the scope and time required for research and the resulting publications.

In addition to creative activity, funded research and scholarly publications, other scholarly activities including but not limited to serving on national grant review bodies, presenting at refereed professional meetings, chairing society committees, and presenting papers before learned societies should be considered. These later activities complement creative activity, scholarly publications and grant funded research. Faculty members are expected to hold membership in professional societies, attend and participate in institutes, conferences and seminars, organize institutes, seminars, and workshops, insofar as such activities enhance their professional competency.

Standards for the Evaluation of Scholarship, Research and Creative Activity:

All faculty of the School are expected to seek excellence in scholarly activity. Indicators on which the assessment of the quality of scholarly activity is based are provided in Tables 1A and 1B.

Indicators of the quality of a faculty member's research and creative activity record include the quality and quantity of performances, exhibitions, installations and published

work as well as the faculty member's success in obtaining extramural funds. All faculty members in the School are expected to produce records of scholarship and creative activity that reflect their disciplinary focus and the attributes of an individual faculty member's scholarly activity will vary across disciplines.

To achieve "excellent" in the category of scholarship/creative activity at the time a faculty member stands for tenure and promotion, she/he should have established a research and or creative activity program which demonstrates an impact upon his/her discipline.

Within this context, during annual reappointment reviews, each faculty member who will seek tenure or promotion is obligated to provide evidence supporting his/her scholarly record. This obligation will be met by providing specific information about the significance of performances, exhibitions and installations, article and journal quality and impact, funding history and plans, and description in the faculty member's supplementary materials of any other evidence of scholarship that the faculty member deems appropriate. In turn, the members of the School's Ad Hoc RTP Committee and the Director shall evaluate a candidate's record in light of the School's expectations for a successful tenure decision.

The School of Theatre and Dance utilizes the following standards for assessing scholarship:

- Broad knowledge of the field
- Clarity of goals
- Implementation of appropriate methods and procedures
- Effective use of appropriate resources
- Effective communication and presentation
- Significance of results and impact on the field

Table 1A. Kent campus faculty: Evaluation Components for Assessment of Scholarship for promotion and tenure.

Scholarship	Definition	Accomplishments Corresponding to the Assessment Score
Excellent	Nationally/Internationally recognized research program, and/or body of creative activity	Demonstrated record of publications ¹ , grants ² , and/or performances ³ , exhibitions and installations, invitations to give presentations, research-related service to federal/state organizations, awards, recognition from artistic and/or scientific societies ⁴
Very Good	Emerging nationally recognized research program, and/or body of creative activity	Demonstrated record of publications and "seed" grants, and/or performances, exhibitions, installations and presentations at well-recognized meetings or venues with rigorous review criteria.
Good	Active research program and/or body of creative activity	Some peer-reviewed publications or "seed" grants, some performances, exhibitions, installations or presentations at meetings/seminars
Weak	Limited research program and/or body of creative activity	Occasional publications, performances, exhibitions, installations or meeting presentations
Poor	No research program and/or body of creative activity	No publications, performances, exhibitions, installations, presentations, or grants

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

¹Publications include: plays, scripts, scores, papers in peer-reviewed journals of recognized quality ("A or B" quality journals (See, Table 1B), books, and book chapters. Evaluation of publication record will include an assessment of quality and impact on the field as well as quantity. Papers of exceptional length, impact and quality are given particular consideration.

²"Grants" refers to extramural funding where the role of the faculty member in securing the funding is clearly demonstrated and which are of sufficient magnitude to support research at a level and duration appropriate for the discipline, including, as appropriate funds for supplies, materials and personnel

(graduate students, research technicians and/or post-doctoral associates). - "Seed Grants" are extramural grants that are not of sufficient magnitude to fully support doctoral students or are intramural grants. "Seed Grants" should be designed to lead to successful applications for "Grants." Grantsmanship should be commensurate with the field of research with the recognition that the dollar amount of awards varies among fields.

³Performance refers to public creative activity subject to critical review. Evaluation of performance creative activity record will include an assessment of quality as well as quantity.

⁴Recognitions from scientific, artistic and scholarly societies include, for example, election to office, editorial board membership, editorship, etc. Service to federal/state institutions includes service on federal proposal panels, site visits, and other research related activities.

Table 1B

Journal and Venue Ranking for Guidance in RTP Decisions	
Note: This list is not comprehensive and is meant to serve as examples only and does not represent multi-disciplinary and interdisciplinary research, creative activity, publication and presentation.	
A Journals and Venues	<p>Highest ranking journals and venues in discipline as measured by impact</p> <p>VENUES</p> <ul style="list-style-type: none"> • Tier 1 and Tier 2 Opera Companies • National Dance Companies • Leagues Theatres (Broadway) • LORT A, B, C Theatre Companies <p>JOURNALS</p> <ul style="list-style-type: none"> • <i>Theatre Design and Technology</i> • <i>Theatre Journal</i> • <i>Theatre Survey</i> • <i>Journal of Dramatic Theory and Criticism</i> • <i>Theatre History Studies</i> • <i>The Drama Review</i> • <i>Modern Drama</i> • <i>Journal of Dance Medicine and Science</i> • <i>Dance Research Journal</i> • <i>Journal of Dance Education</i> • <i>Theatre Research International</i> • <i>American Theatre</i> • Major journals in other disciplines
B Journals and Venues	<p>Middle tier journals and venues</p> <p>VENUES</p> <ul style="list-style-type: none"> • Off or Off-Off Broadway • (Regional Opera Companies not Tier 1 or 2) • Regional Dance Companies • Professional Regional Theatres (non-LORT) <p>JOURNALS</p> <ul style="list-style-type: none"> • <i>Entertainment Design</i> • <i>Nineteenth Century Theatre and Film</i> • <i>Women and Performance</i> • <i>Medieval Drama</i> • <i>Asian Theatre Journal</i> • <i>Theater</i> • <i>Stage Directions</i>

C Journals and Venues	<p>Lower tier journals and venues</p> <p>VENUES</p> <ul style="list-style-type: none"> • Large Community Theatres with AEA guest contracts (e.g. Beck Center) • Community-based Dance Companies • Weathervane Community Playhouse <p>JOURNALS</p> <ul style="list-style-type: none"> • <i>Dramatics</i>
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The following are examples of research and creative activity scholarship in the disciplines of theatre and dance. All should be either juried, reviewed, adjudicated, commissioned, invited or otherwise subject to critical review.”

(Note: This list is not exhaustive)

- Basic refereed or invited researched publications- books, articles, plays, scores
- Professional creative activity- including invited juried exhibitions, paid presentations/performances, services, choreographic, directorial works and design work normally subjected to critical review.
- Presentation of original work normally subjected to critical review through jury, referee, invitation, or commission.
- Technical solutions of design problems
- Research patents
- Presentations, lecture-demonstrations normally subject to critical review through jury, referee, invitation or commission
- Editing of journals, books anthologies normally subject to critical review
- Professional Vocal/ Movement/Acting Coaching
- Restaging or recreating original work for productions outside the University
- Dramaturgical work for professional companies
- Creative works with digital technologies
- Pedagogical research and publication in refereed publications
- Development of new techniques, technologies that advance the profession
- Producing Professional work for the University
- Guest Artist Performances for the University
- Professional consulting work
- Published technical solutions/drawings
- Computer applications

Teaching

Criteria for the evaluation of teaching are listed in Table 2. Course revision is defined as making a substantial modification to a course such as developing several new laboratories, addition of distance learning options, formally proposing to change course content/format, etc.

Other information such as written comments from students, colleagues within and beyond

the School, College or University administrators shall be considered when available. Peer reviews and summaries of Student Surveys of Instruction (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 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. Faculty members are expected to mentor graduate students (particularly at the doctoral level) and/or postdoctoral students. Evaluation of teaching will account for differences in missions and expectations across campuses.

The following are examples of teaching scholarship in the disciplines of theatre and dance. (Note: This list is not exhaustive)

- Pedagogical publications, presentations
- Teaching awards
- Graduate student research training/creative activity
- Undergraduate student research training/creative activity
- Involvement in curricular development or review
- Classroom presentations
- Coaching or advising student creative projects
- Original pedagogical research
- Grant applications, funding for teaching methods
- Thesis direction
- Writing/editing textbooks, manuals, worksheets
- Published study guides or instructors' manuals
- Conducting instructional workshops
- Development of instructional materials and methods
- Advising student organizations
- Student academic advising and supervision of students
- Vocal/movement/acting coaching for the school
- Advising student creative work
- Restaging or reconstructing choreography for the school
- Restaging theatrical productions for the school
- Dramaturgical work for the school
- Performing in School productions
- Direction, choreography, music direction for the school
- Dance therapy
- Professional certification (e.g. Combat, rigging, Somatic, etc.)

Table 2. Evaluation Components for Assessment of Teaching for promotion and tenure

Scholarship	Definition	Accomplishments Corresponding to the Assessment Score
Excellent	Innovative teacher; provides leadership in instructional development	Develop/revise courses, develop research projects for students (undergraduate and/or graduate), excellent student and peer perceptions, instructional creativity, actively participate in curricular revisions
Very Good	Innovative teacher	Develop/revise courses, good student and peer perceptions, work with graduate and/or undergraduate students in research and/or creative activity
Good	Meets obligations well	Good student and peer perceptions
Fair	substandard teacher	Below average student and peer perceptions
Poor	substandard, ineffective teacher	Below average student and peer perceptions, pattern of complaints

3. University Citizenship

A faculty member's contributions as a University citizen include service to the School, the Campus, the College, and the University as outlined in Table 3. The merits of University service should be evaluated as to (1) whether or not the candidate chaired the committee listed and (2) the importance of the service to the mission of the unit served. Less tangible components of citizenship include active participation in School events such as faculty and graduate student recruitment, seminars, School meetings and seminars, contributions to School and University special events (e.g. development/fund raising events), etc.

Being an active and useful citizen of the School, Campus, College, and University is expected and valued; however, service of any magnitude cannot be considered more important than a candidate's research and other scholarly activity and instructional responsibilities. Expectations in service for promotion to Professor are higher than for

promotion to Associate Professor.

Table 3. Assessment of University Citizenship for promotion and tenure.

Citizenship Assessment	Examples of Accomplishments Corresponding to the Assessment Score
Exceeds obligations	Significant role in School, Campus College and/ or University as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, meaningful public outreach
Meets obligations	Meets the minimal School/Campus obligations
Does not meet obligations	Does not meet School/Campus obligations in a timely manner or does not actively participate in significant departmental/campus events

B. Other components of service are also considered (including public outreach and public and professional service) in reappointment, tenure and promotion decisions and may differ in their importance among faculty members depending on each faculty member's duties and responsibilities within the School.

The following are examples of University Citizenship in the disciplines of theatre and dance. (Note: This list is not exhaustive)

- Non-refereed reviews of books, journals, performances
- Non-refereed symposium/conference presentations
- Lecture-demonstrations not subject to critical review through jury, referee, invitation, or commission
- Serving on advisory boards within/outside university community
- Public presentations of university activities
- Serving in professional organizations
- School development including recruitment, public relations
- Manuscript and grant application reviews
- Consulting within/outside university
- Organizing/coordinating exhibitions, performances, projects
- Mentorship of junior faculty
- Participation on boards, Arts councils and community events
- Producing student performances, exhibitions
- Participating in university development productions
- Serving on school, college and university committees

SECTION VI
RENEWAL OF APPOINTMENT AND THIRD-YEAR FULL PERFORMANCE
REVIEWS
OF FULL-TIME NON-TENURE TRACK (NTT) FACULTY

A. Renewal of Appointment

Appointments for full-time non-tenure track (NTT) faculty are governed by the applicable *Collective Bargaining Agreement* and are made annually. Renewal of appointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position. Each NTT faculty member has a specified track: Instructional, Clinical, Practitioner, or Research as defined in the CBA for Full-time, NTT faculty.

B. Third-Year and Six-Year Full Performance Review

The third-year full performance reviews of (NTT) faculty are governed by the applicable *Collective Bargaining Agreement*. Each academic year, guidelines for the third-year full performance reviews for NTT faculty at the Kent and Regional Campus are distributed by the Office of the Provost. The third-year full performance review concludes with the College or, if applicable, the division of the Regional Campuses' level of review and determination. The period of performance to be reviewed is the three (3) full academic years of appointments including that portion of the third appointment that is subject to evaluation and assessment at the time of the review.

C. Performance Reviews (after (9) years of consecutive employment and two (2) Full Performance Reviews).

After nine (9) years of consecutive appointments, and every three (3) years thereafter, bargaining unit members shall undergo a "simplified" performance review. The performance review will follow the procedures and timelines established by the University, as annually distributed through the Office of Faculty Affairs, concluding with the college or, if applicable, the division of the regional campuses' level of review and determination. Members will electronically submit to the unit a vitae, summaries of student surveys of instruction, if applicable, and a narrative of up to five (5) pages in which the faculty member describes her/his professional activities during the past three (3) years.

D. Criteria for considerations in performance reviews for third year faculty

Non-tenure track faculty members usually make their primary contribution in undergraduate teaching or emphasize contributions to the co-curricular production

program. In each specialization, a high quality of teaching is expected. Therefore greater weight will be given to these areas. Activities emphasized will reflect individual assignments made by the School Director and the specific track of each faculty member (Instructional, Clinical, Practitioner, Research). Collegial behavior should be reflected in the record of each faculty member.

Many factors, both objective and subjective, must be considered when evaluating faculty performance.

Teaching

What does the teacher know? How well does the teacher communicate, extend, and transform this knowledge to insure student understanding of the discipline's concepts? This category embraces activities related to the teaching of specific courses, creative work on the school's main stage production season, and the interaction with students in and out of the classroom. Creative contributions to the theatre and dance seasons may also be evaluated as Teaching. Areas of evaluation include knowledge of subject matter, teaching methodologies, intellectual and educational integrity, and faculty/student interaction.

A. Mode of Evaluation

1. Demonstration of excellence in these areas may be shown through (but not limited to) measures of student achievement, self-evaluation, workshops, teaching portfolios, peer and student evaluations, external evaluators, letters, awards.
2. Qualitative standards. No distinction is made on the basis of quantity alone, e.g., a "magic number" guaranteeing reappointment does not exist. Teaching is an ongoing activity and work is normally spread among a variety of evaluative documents.

B. Criteria for Evaluation

1. Broad knowledge of the field
2. Implementation of appropriate methods and procedures
3. Effective use of appropriate resources
4. Effective communication and presentation
5. Significance of results

C. Criteria Governing Documentation. Evidence of performance for reviews may be demonstrated by self-evaluation, peer evaluation and student evaluation. Candidates must document their accomplishments by offering appropriate evidence, such as the following:

1. A self-evaluation providing an assessment of the candidate's teaching during the period under review as well as the candidate's performance of

other responsibilities and accomplishments during the period under review.

2. Syllabi for courses taught during the period under review as well as examples of course materials used in teaching.
 3. Measures of student achievement, such as student performances, portfolios, publications, etc.
 4. Evaluation Summaries of Student Surveys of Instruction (SSI) for all courses taught during the period under review.
 5. An up-to-date curriculum vita
 6. Peer reviews of teaching
 7. Other materials that may document his/her responsibilities during the period under review.
- D. The following is a list of examples by which teaching may be assessed in the discipline (List is not exhaustive)
- Pedagogical publications, presentations
 - Teaching awards
 - Graduate student research training/creative activity
 - Undergraduate student research training/creative activity
 - Involvement in curricular development or review
 - Development and restructuring of courses
 - The creation of course syllabi
 - Classroom presentations
 - Coaching or advising projects
 - Choreography
 - Original pedagogical research
 - Grant applications, funding for teaching methods
 - Thesis direction
 - Writing/editing textbooks, manuals, worksheets
 - Published study guides or instructors' manuals
 - Conducting instructional workshops
 - Development of instructional materials
 - Advising student organizations
 - Student advising and supervision of students
 - Advising student creative work
 - Vocal/movement/acting coaching
 - Dance Therapy
 - Professional certification (e.g. Combat, rigging, Somatic, etc.)

E. The following is a list of some examples of work in the discipline in an additional area of specialization as outlined in the Offer of Appointment (List is not exhaustive)

- Creative activity for the school, such as design, performance, technical direction, musical direction
- Musical Accompaniment for dance or theatre courses
- Technical solutions/drawings
- Technical solutions of design problems
- Consulting within/without the University
- Writing computer materials
- Directing or choreographing school productions
- Choreography and performance in school productions

NTT faculty members are reviewed by the Ad Hoc RTP Committee. The Director, in consultation with the FAC, assigns two (2) faculty members to visit the classes of NTT faculty members, interview students in the classes, and generally evaluate teaching performance. One of the faculty members assigned to visit the classes must be a member of the Ad Hoc RTP Committee. A written report is submitted to the Director for placement in the faculty member's electronic review file. NTT faculty will also submit an updated file electronically online via the system that is designated by the University for this purpose. These materials will be made available electronically to the Ad Hoc RTP Committee. Each NTT faculty member is discussed by the committee, which votes on a recommendation for renewal of the faculty member's appointment. The Director independently assesses the accomplishments of each NTT faculty member and forwards to the Dean her/his recommendation and the committee's recommendation. The Director informs the NTT faculty member of the Ad Hoc RTP Committee's deliberations and provides the faculty member a copy of the recommendation that the Director sends to the Dean. NTT faculty members whose appointments will not be renewed must be notified by the timelines established in the applicable *Collective Bargaining Agreement* whether lack of adequate satisfaction with performance or the absence of anticipated continuing programmatic need or budgeted resources to support the position is the reason.

The overall evaluation during the third-year full performance review shall 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 School.

SECTION VII 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 members must meet a threshold of performance in both categories of merit to be eligible to receive merit in any category. Each member of the FAC evaluates each faculty member who has applied for merit and assigns a point value rating based on the following criteria. The available merit pool dollar amount is divided by the aggregate number of points assigned in order to determine the monetary value of each point.

The following represents the School's understanding of threshold-level performance:

1. In Teaching/Service

- a. That there is a relationship between the subject described and the subject taught; class time is used thoroughly and effectively; there is a syllabus; course goals and assignments are specified; course counseling is available; out-of-class requirements are guided and supervised.
- b. Kent State service responsibilities--committee assignments, curricular advising, thesis advising, creative project advising, production advising, registration and special duties, etc.--are discharged as assigned and as required by reasonable deadlines.

2. In Creative Activity/Scholarship

That scholarly/creative competence to discharge on-load and assigned activities and efforts to manifest a scholarly/creative presence beyond the University, can be established.

Teaching/University Service Assessment	Examples of Accomplishments Corresponding to the Assessment Score
<p>Excellent Service and Teaching</p> <p>High Merit (3)</p>	<p>Significant role in School, Campus College and/ or University as evidenced by productive service on committees, active participation in significant events, effectively chairing committees, specific administrative assignments, and meaningful public outreach.</p> <p>Develop/revise courses, develop research projects for students (undergraduate and/or graduate), excellent student and peer perceptions, instructional creativity, actively participate in curricular revisions</p> <p>Peer reviewed teaching awards at the University, regional or national level.</p>
<p>Exceeds Service Obligations Very Good Teacher</p> <p>Medium Merit (2)</p>	<p>Consistent level of active participation and leadership in School and University activities.</p> <p>Develop/revise courses, good student and peer perceptions, work with graduate and/or undergraduate students in research and/or creative activity.</p>
<p>Meets Service Obligations/Good teacher.</p> <p>Low Merit (1)</p>	<p>Occasionally take on significant leadership roles. Active participant.</p> <p>Meets obligations well. Good student and peer perceptions</p>
<p>Meets obligations</p> <p>No Merit (0)</p>	<p>Meets the minimal School obligations or does not participate in School activities</p> <p>Fair Teacher.</p>

Scholarship/Creative Activity

Scholarship/Creative Activity	Definition	Accomplishments Corresponding to the Assessment Score
Excellent High Merit (3)	Nationally/Internationally recognized research and/or body of creative activity	Demonstrated record of publications ¹ and grants ² , and/or performances, exhibitions and installations, invitations to give presentations, research-related service to federal/state organizations, awards, recognition from artistic and/or scientific societies ³
Very Good Medium Merit (2)	Emerging nationally recognized research program, and/or body of creative activity	Demonstrated record of publications and "seed" grants, and/or performances, exhibitions, installations and presentations at well-recognized meetings or venues with rigorous review criteria.
Good Low Merit (1)	Active research and/or body of creative activity	Some peer-reviewed publications or "seed" grants, some performances, exhibitions, installations or presentations at meetings/seminars
Weak No Merit (0)	Limited research and/or body of creative activity	Occasional publications, performances, exhibitions, installations or meeting presentations

SECTION VIII

FACULTY GRIEVANCE AND APPEAL PROCEDURES

A. 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 as well as the Dean in seeking informal resolution of a dispute or complaint.

B. Formal Procedure

Formal procedures for addressing grievances affecting the terms and conditions of employment of faculty are described in the applicable *Collective Bargaining Agreement*. Disputes involving substantive academic judgments are subject to a separate academic appeals process governed by the applicable *Collective Bargaining Agreement*.

Faculty grievances that are not directly related to the terms or conditions of employment and are not academic appeals are appropriately addressed within the School, whenever possible. The Director and/or faculty members will initiate an informal dialogue with all parties involved in a dispute and strive to reach a resolution agreeable to all parties.

SECTION IX STUDENTS

Students, both undergraduate and graduate, are of primary concern to all faculty members, and students' academic needs are of primary importance to the School therefore students participate in various School committees including the Undergraduate Curriculum Committee (UGCC), Graduate Studies Committee (GSC), and those ad hoc committees where students' viewpoints are useful and appropriate. Student appointments to committees are made by the Director in consultation with the FAC and the faculty members involved in and affected by a specific committee's work.

A. Advising

Faculty are required to advise and counsel undergraduate and graduate students on academic matters. General advising at the undergraduate level is coordinated by the Undergraduate Coordinator who serves as the School representative for College and University functions related to undergraduate programs and activities. Individual faculty members are responsible for providing academic counseling to undergraduate students assigned to them and to other undergraduate students who seek such advice, as needed. Student advising at the graduate level is conducted by the student's "major professor," the Graduate Coordinator and the student's thesis or comprehensive project committee members.

B. Student Academic Misconduct

The University's **Administrative policy regarding student cheating and plagiarism** is included in the University Policy Register. (*See*, University Policy Register 3342-3-01.8)

C. Student Grievances and Academic Complaints

The University's policies and procedures that govern student grievances and student academic complaints are included in the University Policy Register. (*See*, University Policy Register 3342-4-02.102, 3342-02-3 and 3342-8-01.4)

D. Transfer Credit Procedure

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

Graduate transfer credit is evaluated according to the process described in the current Graduate School Catalog. Both master's and doctoral transfer credit may be accepted if the

criteria are met and the student's advisor, the Graduate Studies Committee, and the Dean approve the transfer credit.

E. **Privacy of Student Records**

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

F. **Student Evaluations**

All courses are evaluated each semester, including summer sessions, using the approved Student Survey of Instruction (SSI). The SSI should be conducted during the last week of class, prior to final's week. Faculty members are informed of the day and time for the evaluation and graduate students administer the SSIs under the direction of a School staff person. At no time should the faculty member being reviewed be present in the room during the survey. SSIs are returned in a sealed envelope to the School office. The School Administrative Assistant arranges for the appropriate scoring of SSIs according to the approved group norms for the School. SSIs are not available to individual faculty members until after grades are submitted to the Registrar. SSIs and the results are maintained the School office and are available for faculty review. SSIs for Regional Campus faculty are administered and maintained by the campus at which the course is taught.

SECTION X CURRICULAR POLICIES AND PROCEDURES

A. Curricula

Curricular changes may be proposed by any faculty member for consideration by the Curriculum Committee and the Graduate Studies Committee. Either of these committees may initiate curriculum changes. The proposal must be submitted to the faculty at least five (5) working days prior to a vote by the entire faculty. If the recommendation from either committee is not unanimous, a minority report may be submitted with the recommendation. If recommended by a majority, the proposal is forwarded to the Director whose recommendation is sent to the College for consideration.

B. Final Exams

Final examinations in all courses must be offered at the time and date specified in the University's schedule of final examinations. Changes of the time and/or date of a final examination require prior approval of the Director and the Dean, but in any case, the exam must also be offered at the time scheduled and publicized by the University for those students who desire to take the exam at that time.

C. Grades

Faculty members must inform students of their progress throughout the semester. Grades are a faculty member's responsibility and should be assigned fairly and objectively. Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades. Failure of faculty members to provide grades in compliance with University Policy will be taken into consideration in reappointment, promotion, tenure and merit decisions.

Materials used in computing grades (e.g., exams, papers, reports, etc.) should be retained by the faculty member for five (5) years after final grades are submitted. Students have a right to inspect the written work performed during a course and discuss the grade with the faculty member.

D. Audits

Students may audit without credit any course subject to space availability and departmental approval. An audited course is not counted as part of the course load, but students must go through registration procedures and pay the normal registration fees. An instructor may impose whatever attendance requirements deemed necessary. The students must be informed of these requirements at the beginning of the semester. Failure to meet such attendance requirements subjects the students to being withdrawn from the course by the instructor. This will be accomplished by the instructor's insertion of the mark W at

the time of final grades. Faculty members have the discretion to determine conditions and requirements for the audit.

SECTION XI

HANDBOOK MODIFICATION, AMENDMENT AND REVISION

The implementation, modification, amendment and revision of this Handbook are governed by the applicable *Collective Bargaining Agreement*. The School faculty will review and update this Handbook, as needed, but at least every three (3) years. Suggestions for modifications or amendments to the Handbook may be initiated at any time by the Director or by any faculty member. Proposed modifications or amendments are subject to discussion, revision, and recommendation by the FAC. When a proposed modification or amendment involves a major change in School policy or practice the Director may seek the recommendation of the entire faculty. If the Director concurs with a proposed modification, amendment or revision, he/she will recommend the change(s) to the Dean. All modifications, amendments and revisions of the Handbook require the approval of the Dean. In reviewing this Handbook the Dean may request revisions before lending final approval. If these revisions are not adopted by the School, the Dean shall consult the CAC with regard to the provision(s) in dispute before making a final determination and certifying final approval of the Handbook. Further, the Dean may direct that the Handbook be modified, amended or revised to reflect changes in College or University policy.