MANAGEMENT & INFORMATION SYSTEMS (M&IS)

COLLEGE OF BUSINESS ADMINISTRATION

KENT STATE UNIVERSITY

KENT, OH 44242

H A N D B O O K

2018

Table of Contents

Section I. Matters of Department Governance and Related Procedures

Preamble

This document is the handbook of the Department of Management & Information Systems (M&IS), as approved by the full-time faculty of that department and the Dean of the College of Business Administration. It, in combination with the University Policy Register (UPR), the Collective Bargaining Agreement (CBA), and College of Business Handbook (CBH), specifies as clearly and simply as possible the policies by which the Department is governed.

This handbook is designed to address matters of central importance to the faculty. In order to reflect changes in department, college, university, or other policies, the Department, through the Faculty Advisory Committee (FAC), may initiate alterations or amendments to this handbook subject to the guidelines of the UPR and CBA. All proposed changes are subject to the approval of the Dean of the College of Business Administration. This handbook contains information on how this Department implements policies from all levels.

In all matters, the *University Policy Register*, the applicable *Collective Bargaining Agreement* (CBA) and the College of Business Administration Graduate Handbook take precedence over this handbook.

Mission Statement

Management & Information Systems (M&IS) focuses on continuous improvement of the inter-related disciplinary areas of business analytics, business management, information systems, human resources management, management, organizational behavior, strategic management, and supply chain management, and on a Ph.D. program in Business Administration. By graduating well-rounded scholars, the Department is committed to enhancing the quality of life for Ohioans, the nation, and the world at large.

Goals

The primary goals of the Department are to:

1. Recruit and retain a high quality and diverse faculty;
2. Provide excellent instruction in both undergraduate and graduate programs;
3. Create an academic environment which promotes the intellectual and professional development of students and faculty;
4. Develop and maintain a commitment to scholarly activity in research, graduate education, and undergraduate education, which is commensurate with the goals and mission of Kent State University, and disseminate the research and scholarship activities to others;

5. Provide programs for all students which meet the educational and technological demands of the disciplines represented in the Department;
6. Offer courses in cognate academic disciplines and professional fields which provide the necessary base for the career goals of students and faculty;
7. Interact and cooperate with businesses, governments, and nonprofit agencies for mutual benefit through the exchange of knowledge and expertise; and,
8. Promote local, national and international citizenship for the department, college, and university by becoming responsibly involved in services commensurate with a University.

Structure and Organization

The leadership structure of the Department of Management & Information Systems (M&IS) includes administrative and service positions, and appropriate committees.

Administrative

Department Chair

The Department Chair (hereinafter "Chair") is the chief administrative officer of the Department. She/he is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular and thorough consultation with the Department faculty and the Department's various committees.

The Chair provides leadership to the Department and, in consultation with the Assistant to the Chair, FAC and Undergraduate and Graduate Coordinators, makes administrative and policy decisions affecting the Department. She/he reports to the Dean of the College of Business Administration, and has the responsibility and carries the authority including but not limited to the following:

a) develops, coordinates, plans, and provides leadership for all academic programs and professional activities housed in the Department in a manner consistent with the mission of the University, the College, and the Department and is mindful of the quality and breadth of programs supported by the University, the College, and the Department;
b) enforces University and College regulations, policies, and procedures in conformity with the *University Policy Register*, the *College Handbook*, and terms and conditions of the *Collective Bargaining Agreement*;
c) with appropriate consultation, develops, maintains, and implements the administrative and educational policies of the Department in accordance with the provisions of the Department Handbook;
d) implements personnel policies on matters such as recommending to the Dean new faculty and staff appointments, reappointments and non-reappointments;

e) interviews new faculty designated to teach M&IS curriculum at the Regional Campuses and implements personnel action to the Deans of the Regional Campus and the College of Business Administration;
f) tenure and promotion; and leaves of absence and faculty improvement leaves;
g) bears the responsibility for management of the Departmental office, including supervision of nonacademic Departmental staff;
h) bears the fiscal responsibility for the Department;
i) bears the responsibility for allocating Departmental resources, including office space;
j) maintains custody of University property charged to the Department;
k) with appropriate consultation, recommends curricular changes;
l) with appropriate consultation, establishes teaching assignments and class schedules, and applies appropriate workload equivalencies, which are subject to approval by the Dean;
m) coordinates academic advising;
n) serves as an ex officio non-voting member of the Department Faculty Advisory Committee (FAC) and presides over its meetings;
o) when making written reports to a higher administrative officer, reports the substance of FAC recommendations on all matters which require consultation with the FAC;
p) informs the FAC of the status and final administrative determination of matters on which the FAC has been consulted;
q) performs tasks, such as preparation of planning reports and other documents for the Department, and other tasks all of which cannot be enumerated herein;
r) represents or appoints a designee to represent the Department to constituencies external to the Department.

The Chair serves at the pleasure of the Dean of the College of Business Administration and is selected and reviewed as delineated in the applicable *Collective Bargaining Agreement* (CBA).

Assistant to the Chair

The department Chair may appoint an Assistant to the Chair. The Assistant to the Chair is a member of the tenured faculty of the department and performs duties as determined by the Chair. The general responsibility of the Assistant to the Chair is to work with the Chair to guide the department toward its goals.

The specific responsibilities of the Assistant to the Chair include but are not limited to:

a) representing the Chair in the Chair's absence;
b) serving as the department's representative on University committees as needed;
c) providing faculty with another level of administrative communication;

d) facilitating communication and collaboration among M&IS faculty at the Kent and regional campuses;
e) in consultation with the chair, coordinates peer evaluations of teaching for TT and NTT M&IS faculty at Kent and regional campuses;
f) communicating with the Chair concerning department business and the Assistant to the Chair's responsibilities;
g) fulfilling any other duties as assigned by the Chair.

The Assistant to the Chair may receive a reduction in teaching responsibilities to offset the increase in administrative duties.

The Assistant to the Chair serves at the pleasure of the Chair and the Dean of the College of Business Administration. The Chair will review the performance of the Assistant to the Chair annually. This review will be in addition to her/his annual review as a regular faculty member.

Administrative Assistant

The Administrative Assistant is a classified full-time employee of the University. She/he provides administrative assistance to the Chair, especially keeping her/him informed about all matters requiring administrative attention from the department, manages external and internal communication with the Department Office, and provides a number of support services to the department faculty. Among other things, she/he:

a) maintains the department information;
b) supports the department budget accounts in consultation with Chair, including all processing of forms and reports such as initiating purchase orders, payment requisitions, personnel action forms and any other necessary forms;
c) prepares and manages correspondence from and to the Department Office and maintains both computerized and hard copy files. She/he maintains department communication through electronic mail;
d) courteously receives students, visitors and phone inquiries to the department, screens and routes these appropriately to the proper persons within the department;
e) assists the Chair by keeping track of university deadlines and procedures, and through written and verbal communication with everyone inside and outside the department who requires actions and/or responses from the Chair;
f) provides support in similar matters to the Undergraduate and Graduate Coordinators;
g) whenever possible, performs and/or allocates word processing and photocopying requests from department faculty;
h) trains and supervises student assistants, hired by the Chair, to perform clerical tasks and assist in staffing the office;

i) administers teaching evaluations at the end of each semester and maintains files of the evaluation results;
j) assists the Chair with submission of materials and maintenance of files pertaining to reappointment, promotion, tenure, and Faculty Excellence Awards;
k) assists in faculty recruiting process by arranging interview schedules, making reservations and keeping files of all applications for affirmative action reporting and completes affirmative action recruiting reports;
l) maintains computerized personnel files, prepares offers of employment and ensures that all the correct paperwork is completed for new hires;
m) maintains an inventory of supplies for the Department, and manages the Chair's appointment calendar; and
n) schedules meetings of the department and its various Ad Hoc and standing committees, and records minutes of meetings when necessary.

Department Meetings

As stated in the applicable *Collective Bargaining Agreement*, the Chair will call a meeting of all faculty of the Department at least once per semester, for the purpose of apprising them on matters of department business, with the first meeting held early in the fall semester. At other times, the Chair may request, or by petition of a majority of the full-time tenure-track faculty, convene a meeting of the Department faculty for purposes of discussing other matters of interest to the Department.

All tenure-track and non-tenure track faculty in the department, and Ph.D. students, may participate in department meetings. However, non-tenure track, part-time faculty and Ph.D. students are not entitled to vote at department meetings and, when personnel matters are to be discussed at such a meeting, Ph.D. students may not participate in the deliberations. A simple majority vote is required to approve motions and to elect committee members.

Notice of all meetings must be made well in advance and with reminders to offer all department personnel enough time and opportunity to allow them to attend meetings. The agenda for the meetings should be circulated early to the faculty to allow them opportunity to suggest other topics for the meeting. A quorum is formed if a simple majority of the Faculty not on leave, including the Chairperson, is present for the meeting. Minutes of all meetings must be recorded and distributed to all department faculty in a timely manner either by hardcopy or electronically. A copy of the minutes must also be maintained at the department office by the Department Secretary.

Department Committees

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

Faculty Advisory Committee

The FAC is a committee of the whole faculty. The FAC is advisory to the Chair and is structured and operated as described in the applicable *Collective Bargaining Agreement* (CBA). The FAC is concerned with such matters as are central to the mission of the Department. According to the CBA, such matters include, but are not limited to, the following:

a) issues concerning tenure and promotion, including the nominations of candidates for promotion;
b) appointment of new faculty;
c) non-reappointment and dismissal;
d) allocation of academic staff;
e) program development and discontinuance;
f) evaluations relating to salaries and merit increases;
g) budget priorities and guidelines;
h) selection and structure of committees;
i) teaching assignments and class schedules;
j) research and other leaves;
k) the establishment and maintenance of the Department Handbook;
l) ensuring that students are properly advised;
m) ensuring that instructional standards are followed; and
n) ensuring that class and other duties of faculty members are met.

The tenure-track *Collective Bargaining Agreement* (TT-CBA) provides that the faculty of the Department insure that Regional Campus (RC) faculty are appropriately represented on key Department and College committees. These include but are not limited to the FAC, the CAC, the ad hoc reappointment, tenure and promotion (RTP) Committee, Search Committees, Review Committees, and committees considering curriculum, department or college policy, instructional standards, and program development.

The TT-CBA also provides that the tenured and tenure-track faculty of the Department shall decide whether and to what extent full-time non-tenure track (NTT) faculty shall be represented on the FAC. Under no circumstances may the number of NTT faculty exceed that of the TT faculty and, NTT faculty may not participate in deliberations or vote on personnel matters concerning TT faculty.

The FAC is convened and chaired once per month by the Chair who, in consultation with the Faculty, sets the agenda for its meetings. Additional meetings of the FAC may be called by the Chair as needed, or upon request by a Faculty member and approval of a simple majority of the FAC. Faculty members may also call, set agenda 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. The FAC elects one (1) member, preferably a tenured full professor, to act as the Department representative to the College Advisory Committee (hereinafter "CAC").

The FAC is expected to communicate the results of its deliberations to the faculty through the timely distribution of minutes. For this purpose, the Chair should appoint a member of the FAC to record minutes of its meetings. The minutes are then circulated to members of the FAC for approval before being forwarded to the Department Secretary for distribution to the rest of the department faculty. Other governance responsibilities of the FAC are delineated in the applicable *Collective Bargaining Agreement*. The Chair will notify the FAC of the final decision, outcome, recommendations, and/or actions on all matters for which it was consulted.

The Graduate Programs Committees (GPC)

The GPCs include committees for Doctoral and Masters Programs. Members of the committees are appointed by the Chair, who balances them between the graduate Faculty of the department, in consultation with the FAC. Each committee is chaired by a TT Faculty who serves a two-year term.

a. The Ph.D. committee is chaired by the Ph.D. Coordinator who is appointed by the Chair, in consultation with the FAC.
b. The Masters Committee is chaired by a Masters Programs Coordinator who is appointed by the Chair, in consultation with the FAC.

The GPCs may be augmented with a Ph.D. and a master's student, respectively, with such appointments made according to College procedures. The GPCs, in collaboration with the Assistant to the Chair, have oversight for the development of the Department's graduate programs. They are responsible for evaluating applications for admission into the respective programs and evaluating and recommending Faculty for graduate appointments. The GPCs are also responsible for monitoring the progress and academic performance of graduate students in the Department and, with the Coordinators, recommend faculty for the writing and grading of the department's graduate examinations. The GPCs review proposals for new graduate courses, changes in course content and related curricular matters, and conduct periodic reviews of the Department's graduate programs as a whole.

The GPC Coordinators are also responsible for the Department's Colloquia Series and supervise the Department's mentoring program. They represent the Department on the appropriate College Advisory Committees. And, in cooperation with the Department's Administrative Secretary, they maintain the databases of Ph.D. and Masters graduates.

All faculty members of the GPCs must be members of the College Graduate Faculty. The GPC Coordinators have the overall responsibility of articulating and enforcing Department policies and procedures with respect to all stages of graduate student education. While the Ph.D. Coordinator's responsibility is the doctoral program, that of the Master's Program Coordinator is with the Department's involvement in graduate programs at the masters level (MBA and MSBA), and any other specialized master's level programs which the department might maintain at some future date. Curricula initiatives approved by the GPCs are reported back to the FAC and the Chair through the Coordinators. The GPC functions are advisory to the Chair.

The Undergraduate Programs Committee (UPC)

Members of the UPC are generally, but not exclusively, comprised of the department's faculty who have primary teaching responsibilities at the undergraduate levels. They are appointed by the Chair, in consultation with the FAC, and represent the diverse instructional areas in the department.

The UPC is chaired by a Coordinator who is appointed by the Department Chair; in consultation with the FAC. The UPC may be augmented with one (1) undergraduate student representative appointed according to College procedures. The term of office for the UPC Coordinator will be two (2) years.

The UPC is responsible for the department's undergraduate programs and members serve as advisors to students in their respective majors. Responsibility for course content and professionally effective choices between alternatives with respect to curriculum development in any particular undergraduate major, minor, or sub-major offered by the department begins with the faculty associated with the undergraduate program in question. Curricula initiatives approved by the UPC are reported back to the FAC and the Assistant to the Chair through the Coordinator. The UPC's function is advisory to the Chair.

The UPC assists the Coordinator in supervising and coordinating the Department's undergraduate programs. The UPC makes recommendations on any and all matters which affect the undergraduate program of the Department including but not limited to faculty proposals for new courses, changes in course content, major requirements, and other curricular matters. The UPC reviews and decides student appeals regarding course substitution. The UPC Coordinator shall serve as the department's representative on the College Curriculum Committee.

The UPC Coordinator, in collaboration with the Assistant to the Chair, recommends a faculty person to be responsible for each undergraduate course. That person will work with the Assistant to the Chair and the TT Faculty in the subject area of the course, to oversee the syllabus and textbook selection for the course and evaluate the teaching performance of other than full-time faculty who teach the particular course. This recommendation is forwarded to the Department Chair for final approval. The UPC Coordinator, in collaboration with the Assistant to the Chair, recommends to the Chair, a faculty member to sponsor each student organization supported by the department.

The Undergraduate Programs Coordinator and the Assistant to the Chair facilitate curricula development, for which responsibility is shared by all faculty associated with each undergraduate major. He/she serves as the Department's representative to the Undergraduate Curriculum Committee (UCC). He or she serves as liaison to the College Dean's office with regard to college initiatives and requirements for the department's responsibility in undergraduate curricula, is the interface with the Undergraduate Programs Office (UPO) and works as liaison to UPO with respect to advising, recruiting, and problem resolution.

The Undergraduate Programs Coordinator will work with the Assistant to the Chair to develop department policies and procedures (in concert with UPO) for course waivers and substitutions. These policies and procedures will be reviewed by the UPC, FAC, and Chair as needed. The Undergraduate Coordinator is the person to whom all outside requests (Academic Discovery Day, Knowledge Fair, etc.) are channeled. The undergraduate programs coordinator is the liaison to the outside community with regard to recruiting, and works with the Assistant to the Chair to establish an annual plan of activities to be staffed.

Student Academic Complaint Committee

The Student Academic Complaint Committee (SACC) is composed of:

a. The Department's FAC; and
b. At least one (1) student representative.

The Chair appoints a TT member of the FAC to serve as the Chair of the Student Academic Complaint Committee. The policies and procedures of this committee are governed by University Policy 3342-4-02.3, including but not limited to the addition of a student representative from the complainant's peer group. 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 SACC 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. The Chair may also, in consultation with the FAC, augment and/or replace members of the SACC if doing so would ensure objectivity, maintain the integrity of the process, and allay any semblance of conflict of interest.

All members of the SACC shall participate fully in its deliberations and vote on recommendations to be forwarded to the Chair. Students wishing to file academic grievance should contact the Chair and Dean of Students Ombuds for advice on their rights and privileges.

Reappointment, Tenure, and Promotion Committee

The Ad Hoc reappointment, tenure, and promotion (RTP) committee is comprised of a subset of the tenured members of the FAC to be selected by the Chair. The policies and procedures which govern the Department's Ad Hoc RTP Committee are included in the *University Policy Register*. 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 Chair on each of these personnel decisions. The recommendations of this committee and the Chair, together with the materials assembled for the committees, are forwarded to the Dean of the College.

Other Committees

In addition to the aforementioned committees, the Chair may establish, charge, and appoint the membership of ad hoc committees as required, for services to the department, college, or university. 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. These committee assignments are usually made in the fall semester during the first faculty meeting of the academic year.

Section II. Teaching assignments and workload including workload equivalencies and related procedures

All full-time tenured and tenure-track faculty of the department 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 Chair with the approval of the Dean. The FAC shall advise the Chair on issues related to teaching assignments, class schedules and the appropriate application of workload equivalents. In addition, the Chair may, in consultation with the FAC and with the concurrence of the Dean, assign workload equivalencies for specific duties which are considered essential to the academic mission of the Department, including research, graduate faculty status, administrative duties, student advising, large class size, number of preparations, etc.

In accordance with Article IX, Section 2.C of the *Collective Bargaining Agreement*, the Department Chair shall provide a workload statement to each member of the faculty at least thirty (30) days prior to the beginning of the school term for which the statement is to be in effect. The workload statement shall specify the number of workload hours the faculty member is to devote towards teaching, research and service responsibilities. In the event a faculty member is dissatisfied with her/his workload statement or desires special considerations, she/he may petition the department's FAC for a review and subsequent recommendations to the Chair.

Every continuing tenured faculty member is required to submit to the Chair, an annual workload summary report for the academic year by the end of the Spring semester. As provided for in Article IX, Section 2.D of the current Collective Bargaining Agreement, the purpose of "This report is to identify and update the faculty member's efforts, accomplishments, scholarly contributions, ongoing professional activities, service and interests during that academic year." The purpose of this workload summary report is to advise the Chair of the faculty member's use of workload equivalencies of the previous academic year and to guide the Chair as she/he plans future workload equivalencies.

In order for the College to sustain its accreditation by the AACSB, all Department faculty are required to engage in professional and academic activities, other than instructional, needed to maintain currency in the fields in which they teach. AACSB guidelines for the deployment of faculty resources classify a faculty member as either Scholarly Practitioners (SP), Instructional Practitioners (IP), Scholarly Academics (SA), or Practice Academics (PA). There are no rights or responsibilities associated with such designations. A faculty member can maintain currency by engaging in different kinds of professional activities including publication of peer reviewed journal articles, attendance to professional conferences, consulting, etc. Details of the approved activities relating to maintenance of these designations and the number and duration of such activities is available at the M&IS Department office.

Any faculty member may be designated SP, IP, SA or PA if they meet the requirements, with the SA preferred for TT faculty.

Non-Tenure Track Faculty

By the very nature of their appointment and qualifications (minimum of a master's degree in cognate discipline and years of work experience) at initial hire, an NTT faculty may fall into the Practitioners category. For an NTT faculty, the specific types of activities they are required to be engaged in to maintain currency includes the following:

- Publication of peer-reviewed journal articles, non-peer reviewed articles, papers published in proceedings, books, and chapters in books;
- Attendance or presentations at regional, national and international academic or professional conferences;
- Holding leadership roles in national associations;
- Serving on boards of directors;
- Engaging in consulting activities;
- Working as a practitioner in the field;
- Attendance at workshops at professional association meetings;
- Attendance at teaching seminars offered either internally or externally, and professional training.

An NTT faculty member must have engaged substantially in at least two of these activities in the past five years in order to be considered Scholarly Practitioner.

In consideration of these requirements, and subject to resource availability and programmatic needs of the Department, the Chair may adjust an NTT's workload to reflect her/his engagement in these and other service activities. Lack of progress toward the SP designation may adversely affect the faculty member's employment in the Department.

Further, the AACSB guidelines for faculty sufficiency classify a faculty member as either participating (P) or supporting (S), with the former being preferred. To be classified as participating faculty, an NTT faculty member must have engaged in at least two or more service activities such as student advising, governance, committee membership, new course development, scholarship related to her/his discipline, etc.

Tenure-Track Faculty

As with the NTT faculty, TT Faculty are also required to engage in professional and academic activities other than instructional that will help them maintain currency in the fields in which they teach.

The preferred designation for TT faculty is SA. In order to sustain their SA status Faculty members are expected to engage in development activities directly related to their area of teaching, including intellectual contributions, participation in professional or academic meetings, consulting, and other professional development activities. Examples of such activities include, but are not limited to:

- Peer-reviewed journal articles,
- Research monographs,
- Scholarly books,
- Chapters in scholarly books,
- Textbooks,
- Proceedings from scholarly meetings,
- Presentations at regional, national or international academic or professional meetings,
- Faculty research seminars,
- Publications in trade journals,
- Book reviews,
- Published cases with instructional materials,
- Technical reports related to funded research projects, etc.

To be considered Scholarly Academic, a Faculty member must have at least 6 intellectual contributions, as listed above, in the past five years, and either

a) for faculty teaching only undergraduate classes at least 2 of these must be peer reviewed journal articles, or
b) for faculty teaching at the graduate level at least 3 of these must be peer reviewed journal articles, and if teaching at the Ph.D. level at least one of these peer reviewed articles must be at the A+ or A level.

TT faculty members already engage in most of the activities listed under AACSB guidelines for faculty sufficiency such as student advising, governance, committee membership, new course development, scholarship related to discipline, etc. Therefore, they are classified as participating (P) faculty.

According to the College Handbook, Department Chairpersons are expected to consult with the Dean when creating the faculty's annual workload statements. In general, the workload equivalencies for full-time faculty for research and scholarship will not exceed 9 credit hours per academic year. Workload equivalencies beyond 9 credit hours for research and scholarship may be granted only with prior approval of the Dean.

The faculty workload equivalencies policy of the department shall at all times be interpreted so as to guarantee that the overall set of task assignments among the faculty will meet the needs of the department to provide effective instruction for its students. It remains the responsibility of the Chair to see that this policy is carried out to this end, and therefore to apply these equivalencies with appropriate discretion and with advice of the FAC. Workload equivalencies are granted subject to resource availability and programmatic needs of the Department and may be modified due to programmatic exigencies.

Workload Equivalencies

a) The Department uses a faculty member's performance over the 5 years preceding the current review period to assess eligibility for workload release equivalencies.
b) The Department encourages its faculty to collaborate and publish with each other and faculty from other departments in the college, and other colleagues elsewhere, and will give credit to journals of other departments as noted in the Graduate Faculty list of the college.

The Department's journal list is a live document; a recommended list where department faculty are encouraged to publish. It is, therefore, subject to change as journal quality and focus, and faculty interest and composition change. For the most current Department validated and recommended list of journals visit https://sites.google.com/kent.edu/mis/journal-list.

c) . It is the responsibility of the faculty publishing outside of the Department's and/or the College's journal lists to provide evidence, published or otherwise, to justify the appropriate level of classification for the journal and the paper. To initiate the justification process the faculty may petition the Chair and the FAC to make a case for the journal or publication.
d) The TT CBA requires that "**expectations and specification for workload equivalents of classroom instructional assignments**" be incorporated in each unit's handbook. A point scale system (reproduced below) for the Graduate Faculty Status has been adopted by the College. The Department uses this point scale system and the Department's journal list as the basis for determining research workload equivalencies.

Graduate Faculty Point Scale System

Journal Tier	Point Value
A+ journal	8
A journal	4
B journal	2
C journal	1

e) The following table shows the recommended levels of workload equivalency for research that may be awarded to faculty members, based on her/his research productivity within the 5 years preceding the workload release request date, where the Department's programmatic needs permit.

Points Earned	Hours of Workload Equivalency	Notes
14	12 hours	No C level publications
6	9 hours	At most two C level publications
4	6 hours	At most two C level publications

2	3 hours	

f) Subject to the approval of the Dean, the Chair may, at her/his discretion, recommend further research related workload release for a faculty member who continues to exceed recommended thresholds.

g) Contractually, and subject to resource availability, untenured TT faculty members are given 12 hours of workload equivalency for research during each of their first two years of employment in the Department. After this period their workload equivalency will be reevaluated and adjusted based on the above standards. However, faculty members in this category are guaranteed 9 hours of research equivalency per year unless they are denied reappointment or tenure.

h) When workload letters are prepared for the year, the Chair is to include an advisory letter to the faculty member whose teaching workload is to be changed next academic year informing her/him of the impending changes. The Chair's letter should state clearly why the teaching workload would be changed and what the faculty member could do to preempt the action.

i) Formal Course Instruction -- Responsibility for a lecture or recitation section counts as 1 semester credit hour for each credit hour represented by that course, as does responsibility for a section of the university orientation course. At the discretion of the Chair, responsibility for an unusually large section may be counted as the equivalent of 1 additional semester credit hour for each credit hour represented by that course, where the number of enrolled students is such as to require an amount of work virtually equivalent to teaching an additional section of that course.

j) Research Grants – Sponsored research provides an additional avenue for faculty members to both support graduate students and themselves for research. In order to encourage faculty to pursue funding for research and, for the purposes of workload release, subject to resource availability and the programmatic needs of the Department, credit may be given for the first two unsuccessful research grants if they meet the following criteria. The grant proposals were/have:
    a. at least $50,000 each,
    b. appropriate length,
    c. detailed literature review,
    d. references of substantive length,
    e. detailed budget,
    f. documentation from the funding agency that the proposal meets their requirements, and
    g. FAC reviewed and approved the amount of credit.

   For successfully funded research grants, excluding summer teaching and research grants awarded by KSU, the following point scales may be used in the same manner as the journal list point scale to award workload credit reallocation to the faculty. For example, an 8-point credit for grants is equivalent to an 8 point credit for research publications.

Amount	Workload Release Points
Grant ≥ \$200,000	8
\$100,000 ≤ Grant < \$200,000	4
\$50,000 ≤ Grant < \$100,000	3
\$25,000 ≤ Grant < \$50,000	2
\$5,000 ≤ Grant < \$25,000	1

k) Administration—While the Chair is the chief administrative officer of the department, he or she is not covered under the traditional Collective Bargaining Agreement at Kent State University, and therefore has a reduced instructional load determined by the Dean of the College of Business Administration.

l) The Department in its effort toward continuous improvement in the interest of fully serving the needs of its stakeholders depends not only on the Chair and three standing committees, but also on the Assistant to the Chair as well as Ph.D. and Undergraduate Coordinators, as discussed earlier in this handbook. Whenever appropriate, service in one of the coordinator roles may be counted as the equivalent of 3 semester credit hours for one semester of the academic year. As the role of the coordinator runs continuously through the academic year, the credit may be applied to either semester in the year.

Not all faculty members contribute to the Department 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 Department faculty members will be either a full or associate member of the graduate faculty. All faculty members are expected to be involved in research 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 Chair and the Dean.

Teaching Assignments and Class Schedules

Faculty members are assigned to teach specific courses by the Chair. Graduate students are assigned in consultation with the Ph.D. coordinator. 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 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 consideration for scheduling classes is student need with regard to meeting program or major requirements within a reasonable time frame. In addition, the scheduling of some classes may be determined by the need to serve nontraditional students.

Summer Teaching Assignments

The Chair 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, with TT faculty having first preference as per the CBA. Faculty members may elect not to accept a summer assignment. All faculty members are encouraged to apply for external and internal grants for the summer.

Distance Learning and Electronic Course Delivery

In requesting development of Department courses for electronic delivery, faculty members must seek approval from the Department. The faculty of the Department must approve content of courses delivered electronically. Faculty members wanting to teach Department courses, for which electronic delivery has been deemed pedagogically appropriate, must consult the Department to determine that overall enrollment needs for that course are met.

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 Department office as well as to the faculty member's students at the beginning of each semester. 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 Department programs and requirements.

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

Section III. RTP criteria and the criteria and processes relating to other faculty personnel actions

The Department's appointment and employment procedures are governed by the university policy as outlined in the *University Policy Register* and applicable *Collective Bargaining Agreement*. All faculty are expected to be familiar with pertinent provisions of this policy.

Faculty Appointments

Normally, an earned doctoral degree in a related discipline is required for all faculty appointments to a tenure-track position in the Department.

Faculty Ranks

The basic definitions of faculty ranks are the following:

Instructor

This rank is intended for persons initially hired with a master's degree. Normally, the Department does not hire at the rank of Instructor except for full-time non-tenure track (NTT) faculty positions.

Assistant Professor

This rank is normally the entry-level rank for tenure-track or non-tenure-track faculty holding the doctorate in an appropriate discipline.

Associate Professor

Initial hire, or promotion, to this rank presumes prior service as an Assistant Professor, significant academic achievements, and possession of the doctorate in an appropriate discipline.

Professor

Promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor, and is reserved for senior faculty members who have achieved significant recognition in their discipline.

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 who hold these ranks do not vote on Department committees and do not participate in Department governance.

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 Chair in consultation with the FAC. Adjunct faculty members do not vote on Department Committees and do not participate in Department governance.

Visiting Faculty Appointments

Visiting faculty appointments at an appropriate faculty rank may be made when leaves of absence occur or special needs arise and funds are available. A visiting faculty member is typically a faculty member from another institution who is employed by the Department 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.

Full-Time Non-Tenure Track Faculty (NTT) Appointments

Full-time non-tenure track faculty (NTT) appointments are made on an annual basis. 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.

Part-Time Faculty Appointments

When the Department 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.

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. The **Administrative policy regarding graduate faculty** is included in the *University Policy Register*. (*See*, *University Policy Register* 3342-6-15.1).

The College defines criteria for membership on the Graduate Faculty. These criteria and procedures are revised and recommended to the Dean every five years by an Ad Hoc Graduate Faculty Status Committee and govern the Department's criteria and procedures.

The Chair, in consultation with the M&IS Graduate Programs Committee (GPC), evaluates M&IS faculty members for graduate instruction and mentorship of graduate students, and recommends them to the Dean of the College for final approval or denial through the Graduate Faculty Review Committee.

An adjunct or other non-tenure-track faculty member may be granted temporary graduate faculty status for special purposes.

Required Qualifications for Full Time and Part-Time Faculty Appointments

All faculty teaching M&IS courses are required to engage in academic and professional activities that can earn them requisite classification under AACSB guidelines. For a tenure track appointment, the candidate must have or be close to completing the terminal (doctorate) degree in an appropriate major field. The candidate must demonstrate requisite aptitude and ability for quality teaching at both the graduate and undergraduate levels and for publications in quality refereed journals. For a non-tenure track full-time or part-time appointment, the candidate should have at least a master's degree in an area commensurate with his/her teaching interest, some years of work experience in a related field, with experience teaching at the college level preferred.

Orientation of New faculty and Ph.D. Students

The university is committed to its teaching and research mission and takes steps to provide new faculty and teaching fellows with the tools they need to succeed in these two arenas through orientation. For new faculty, the university sponsors a Faculty Orientation Program while for teaching fellows, the Orienting New Teaching Assistants Program (ONTAP) is provided. At the department level, newly hired faculty and graduate students are provided guidance on department policies and other tools they need to make their transition to the Kent State University culture and northeast Ohio. The existing faculty and students contribute to the orientation and mentoring of new faculty and graduate students.

Recruiting Faculty

The Department supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the faculty and strongly encourages minority candidates to apply. The Department seeks to hire faculty members who have proven track records in teaching and research, or have potential to engage in quality research and teaching. Full-time tenure-track faculty positions are advertised nationally. It is the responsibility of the Chair and the search committee to provide the job description for the open position(s) and design advertisements. Search Committees are appointed by the Chair after consultation with the FAC and faculty members in the specific area or discipline for the hire.

All appropriate candidate information received will be made available in the department office to all full-time department faculty. Following the search, the committee recommends to the Chair several candidates to be invited to campus for interviews. Each candidate who is invited to campus for an interview will present a seminar before the Department to which all faculty and students are invited. After campus interviews the search committee, with input from the faculty, may recommend its choice of candidates to the Chair. Committee recommendations are advisory to the Chair who makes a recommendation to the Dean, after seeking advice from faculty with cognate research and teaching interests as the candidates. If the Dean concurs with the Chair, a recommendation is forwarded to the Office of the Provost. If the Chair's recommendation is different than that of the search committee and the faculty, the Chair shall inform the Dean of all recommendations and the reasons for the disagreement.

In the event of a vacancy to be filled by a temporary part-time appointment on the Kent campus, the Chair seeks to meet the need by offering the position to a qualified person chosen from an established pool of applicants maintained for this purpose. Required qualifications for appointments to the several disciplinary areas of the department are detailed in this section of the Handbook. The Department Chair will annually invite applications from persons qualified to teach.

Regional Campus Faculty Recruitment.

Full time tenure-track (TT) and non-tenure track (NTT) recruitment for M&IS faculty at the Regional Campuses is a joint effort between the Regional Campus faculty and the M&IS faculty at the Kent Campus. Although the mission of the Regional Campuses is different from that of the Kent Campus, the M&IS Department's involvement in the hiring process is to ensure that faculty hired to teach M&IS courses have the requisite qualifications to do so, especially in light of AACSB requirements that the preponderance of full time faculty be academically and professionally qualified, and can withstand the rigors of the reappointment, tenure and promotion review processes.

a) The M&IS Department Chair, in consultation with the FAC, will select a department representative to serve on the search committee for the Regional Campus faculty recruitment.
b) The M&IS representative should work with the Regional Campus Dean or his/her designee in crafting the job description for the position for which a search is underway.
c) After the search committee reviews the applicant pool to select a short list of those they wish to consider further, the files of the applicants on the short list are sent to the

M&IS Department for approval/disapproval screening. Applicants not approved receive no further consideration.

d) As part of the interview schedule, candidates will be interviewed at the Kent Campus by members of the M&IS Department. Whenever, appropriate, formal presentations and colloquia to which all faculty and students are invited will be part of the interview process.

e) After the campus visits by all candidates the M&IS Department evaluates and reports to the search committee which candidates are acceptable and which are unacceptable, and may rank order acceptable candidates. Candidates that the M&IS Department does not find acceptable will not be approved for rank in the department.

Role and Responsibilities of the Faculty

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

The minimal expectation for each faculty member is to maintain qualifications according to AACSB guidelines that are based on initial academic preparation and professional experience, and sustained engagement activities.

The Department provides diverse curricula that includes several undergraduate major and minor programs, MBA concentrations, an MSBA, doctoral concentrations in Management and Information Systems, and several core courses at the undergraduate, master's and doctoral levels. Clearly, the Department's diversity in academic programs invariably requires a mixed portfolio of research, teaching and service from its faculty.

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 the graduate program are expected to present evidence of their endeavors as witnessed by publications, and dissemination of research 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. Department, Campus, College, and University committee or task force membership is expected as a normal part of a faculty member's workload and 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 Department. Service responsibilities should be distributed as equitably as possible to all members of the department.

Evaluation of Instruction

Faculty members are expected to provide students with a syllabus which includes the subject matter to be covered in a course, the approved list of learning objectives, 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. Students must be given opportunity to evaluate each course they are registered for in each semester. The evaluations will be conducted under the auspices of the Chair pursuant to applicable University policies and procedures.

Faculty Code of Ethics

All members of the Department 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). Also, the applicable *Collective Bargaining Agreement* states in part that "faculty members are entitled to freedom in research and in publication of the results, subject to the adequate performance of their other academic duties…freedom in the classroom in discussing their subject, but they should be careful not to introduce in their teaching controversial matter which has no relation to their subject."

Sanctions

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

Faculty Information System

All faculty members are required to provide current curriculum vitae (CV) to be kept on file in the Department office. The faculty member's CV must be updated annually using the electronic system supported by the College or University, and in line with the College's requirements for AACSB accreditation.

Faculty Leaves

All leaves, sponsored or unsupported, personal or professional, are subject to the approval of the Chair, 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.

Research Leave and Leaves of Absence

The Chair, with the approval of appropriate university officials, may grant a one-year or less leave of absence without pay. Such an absence may be requested by a faculty member for a legitimate professional or personal reason including research, travel, and medical. Time on an unpaid leave of absence does not count toward meeting promotion or tenure time limits. Requests for unpaid leave are subject to approval of the Dean and the appropriate university officials, and will be accompanied by a recommendation of the Chair for or against the request, with the advice of the FAC.

Leave may also be granted for teaching or research at another institution, provided the faculty member accepts such appointment as visitor, and not as a regular appointment, and provided further that the faculty recognizes an obligation to return to the university for the next year of service. Leave for the purpose of eventually accepting regular appointment at another institution is not permitted, nor may a faculty member hold tenure concurrently at the university and another institution. Further guidelines on unpaid leaves of absence can be found in the *University Policy Register*, Section 3342-6-11.9.

Professional Improvement Leaves (PIL)

Professional improvement leaves are available to tenured faculty members who, at the time of application for the leave, are at least in the seventh full year of full-time employment in a tenure-track position or in the seventh full year since the completion of the academic year in which the faculty member most recently engaged in a professional improvement leave; see *University Policy Register*, 3342-6-12 and 6-12.101. While a faculty member with the necessary service years is entitled to apply for professional improvement leaves, the granting of such leaves is not automatic.

Requests for professional improvement leaves should be initiated as early as possible in order to permit scheduling of courses and hiring replacement faculty. All requests for professional improvement leave are subject to approval by the Chair, the Dean, and the Provost. Professional improvement leave may be granted for either one semester at full pay, or one academic year at half pay. Other forms of leaves of absence such as due to disability can be found in the *University Policy Register*, 3342-6-11.3.

Requests for professional improvement leaves, take the form of a letter of request to the Chair. The candidate is to attach to this letter:

- updated curriculum vitae,
- a 300-1000-word proposal that clearly describes:
    - the purpose of the leave project,

  - how it will advance both the professional growth and development of the individual and the mission of the department and university,
  - type of scholarship involved in the leave,
  - location of the leave,
  - whether other appointments will be held during the leave period

- a statement of how the project relates to the applicant's professional growth and development,
- a statement on results planned or anticipated from the current project,
- a statement must also be given as to what was accomplished during previous PIL, if any. Such accomplishments and results must be highlighted on the applicant's updated resume.

Applications for professional improvement leaves are generally due to the Chair by mid-October. The Chair, in consultation with the FAC, determines how the staffing needs of the department would be met if the leave were granted and prepares a recommendation to the Dean.

A faculty member who accepts a PIL is obligated to return to the university in active service for a period of at least one academic year following the completion of the PIL. Furthermore, a faculty member is required to submit a summary of her/his activities during the PIL within one semester of return from the leave.

Copyright Restrictions

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

Academic Misconduct

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

Sexual Harassment

The Department does not condone sexual harassment, or harassment of any kind, and supports the Equal Employment Opportunity Commission's (EEOC) Sexual Harassment Guidelines and the Kent State University policy on Sexual Harassment. (*See University Policy Register*, Section 3342-4-13.1**)**

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**, together with estimated budget for the travel, with the Chair. The request should be made at least one (1) month prior to the planned absence and is subject to the approval of the Chair and the Dean. 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 Department funds. In general, greater amounts of support will be granted to meeting participants (i.e., those presenting a paper or chairing a session) than to faculty members who simply attend professional meetings. Faculty members are strongly encouraged to seek travel funds from outside the Department.

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. The university policy governing faculty sick leaves may be found in the *University Policy Register*, Section 3342-6-11.1. The university provides paid sick leave for the faculty for the following reasons:

- illness or injury of the employee or a member of the employee's immediate family;
- death of a member of the employee's immediate family
- medical, dental or optical examination or treatment of the employee or a member of the immediate family;
- when, through exposure to a contagious disease, either the health of the employee would be jeopardized or the employee's presence on the job would jeopardize the health of others; and
- disability due to pregnancy and/or childbirth and related conditions. Upon request, a pregnant employee shall be permitted to use any or all of the employee's accumulated sick leave credit only for the period of time that the employee is unable to work as a result of pregnancy, childbirth, or related medical conditions. This period may include reasonable pre-delivery, delivery, and recovery time as certified by a licensed physician. An employee using sick leave credit shall not be prevented from receiving a leave of absence without pay for the remainder of the recovery period.

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 Department, 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 Chair 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)

Furthermore, according to *University Policy Register regarding outside enterprises including employment of faculty and academic administrators* (Policy # 3342-6-24), the university "recognizes that one mark of an individual's distinction is the esteem in which he or she is held by those outside the university who may request her/his expertise." For a second "teaching activity at neighboring institutions or other external organizations, it is considered inappropriate for a full-time faculty member or full-time academic administrative officer to accept a teaching employment while under contract, if it conflicts with his or her primary responsibly to the university."

In general, an average of one day per week is the standard amount of time allowed for such consulting activities or employment. For outside remunerative employment of a continuing nature, faculty members must obtain the approval in writing of the Department Chair, Dean and Senior Vice President and Provost for Academic Affairs. Such approval process must be repeated at the beginning of each academic year. Outside activities must be scheduled so that they do not interfere with a faculty member's teaching, research, and service responsibilities to the university.

Reappointment, Tenure, and Promotion Consideration for Tenure-Track Faculty

All tenure-track faculty undergoing review for reappointment, tenure, and/or promotion are required to provide their portfolio for evaluation during the fall semester, save for those undergoing first year reviews, who are reviewed in the spring. In addition to the specific criteria for reappointment, tenure, and promotion noted below, candidates for reviews are required to demonstrate:

- an up-to-date curriculum vita,
- candidate's letter of application and statement of teaching, research, and service objectives and self-evaluation of same,
- instructional effectiveness,
- publication in high quality academic journals recommended in the Department's

journal list and maintenance of academic qualifications as defined by the AACSB,
- performance of service responsibilities in the Department, College and University,
- involvement with external and professional organizations,
- syllabi for courses taught during the period under review,
- evaluation summaries of Student Surveys of Instruction (SSI) for all courses taught during the period under review, and
- three external letters of reference (tenure and promotion only).

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 Department's Ad Hoc RTP Committee comprised of the tenured members of the Department. The annual review also provides each untenured faculty member opportunity to receive feedback from the members of the Department Ad Hoc RTP committee as to the ways in which her/his performance, strengths, weaknesses, and contribution to the department mission are perceived.

At least once before the 3rd year, the FAC, in consultation with the Chair, assigns two (2) faculty members 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 Chair for placement in the faculty member's reappointment file. Probationary faculty will also create an updated file that is presented to the Chair who will make these materials available to the Ad Hoc RTP Committee. Each probationary faculty member is discussed by the committee which then votes on the faculty member's reappointment. The Chair also independently assesses the accomplishments of each probationary faculty member. She/he informs the probationary faculty of the committee's recommendation and forwards her/his recommendation and that of the committee to the Dean. Probationary faculty members who are not to be reappointed must be notified according to the schedule established by the Office of the Provost. For faculty members, whose appointment is at the Regional Campuses, recommendations on reappointment from the Chair 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 peer reviewed work including assessment of the impact (as measured by the quality of the journal publishing the paper) or citation indices such as Google Scholar. Specific concerns expressed by the Ad Hoc RTP Committee and/or the Chair 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, 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 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 Chair 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 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 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)

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

Each spring semester the Chair shall inform faculty members of their eligibility for tenure consideration during the next academic year. Faculty members being considered for tenure are responsible for preparing and organizing their dossiers for the purpose of tenure review.

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 and scholarship, relevant to the mission of the candidate's academic unit(s) and to the mission of the University. Tenure considerations can include evaluation of accomplishments prior to arrival at Kent State University to examine consistency, 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.

Probationary faculty whose appointment carries no years of credit toward tenure shall undergo mandatory tenure review in the sixth (6^{th}) year of their appointment. An assistant professor whose appointment carries some years of credit toward tenure will undergo mandatory tenure review in the year less the number of years of credit. The maximum number of credit toward tenure for an assistant professor is 2 years. A probationary faculty may, however, elect to apply for early tenure consideration. If unsuccessful, the candidate shall be re-evaluated at the normal time without prejudice.

Evidence of scholarship requisite for qualification for tenure shall be an appropriate mix of refereed journal articles appearing in outlets described in Table 1. Criteria for assessing scholarship performance for Kent campus are described in Table 2. Criteria for assessing scholarship performance for Regional campuses are described in Table 3.

Table 1. Appropriate Outlets for Research

Journal Ranking for Guidance in RTP Decisions is listed in the Department's web site at: https://sites.google.com/kent.edu/mis/journal-list or through the Department office.	
A+ Journals	Highest ranking journals in discipline as measured by criteria established by the college
A Journals	High ranking journals in discipline as measured by criteria established by the college
B Journals	Middle tier journals
C Journals	Low tier journals, book chapters, conference proceedings

For the purpose of evaluating candidates' scholarship and research for tenure and promotion, the points in Tables 2 and 3 are determined by assigning journal publication levels the following point values:

A+	=	8
A	=	4
B	=	2
C	=	1

Promotion to Associate Professor

Tenure and promotion are separate decisions. Promotion is recognition based on a candidate's accomplishments completed during the review period and promotion decisions are based on papers published, grants received and graduate students graduated during the review period, as well as teaching evaluations and service to the University.

Promotion to Associate Professor is recognition for establishing a career likely to achieve national/international prominence as evidenced by papers published in refereed scientific literature, students graduated, etc. As one of the senior ranks in academia, promotion to associate professor is earned by a requisite degree of effort and efficacy that goes beyond the minimum criteria for tenure. Promotion decision is governed by two major classes of criteria—academic credentials and university experience, and academic performance and service. While the former describes the nominal minimums of credentials and time-in-rank necessary for promotion consideration, the latter refers to the record of actual performance and accomplishments of the candidate.

Under university regulations, a faculty member will usually not be considered for advancement to this rank until completion of 5 years as an assistant professor, but in extraordinary cases may be considered after completion of fewer years as an assistant professor. An initial appointment at the rank of associate professor may carry tenure. The right to early submission for promotion is provided without prejudice.

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 promotion to associate professor shall include consideration of the faculty member's collegiality and contribution to the effective functioning of the department. The evaluation will also consider the candidate's personal integrity and ethical/professional behavior as recognized by the University and larger academic communities.

Promotion to Full Professor

Promotion to Professor recognizes the highest level of university achievement and national/international prominence. This is the most senior rank in academia. Consequently, the successful candidate for promotion to professor must have demonstrated a commendable and continuing record of activity across the domain of department criteria of professional performance and in the time period preceding submission for promotion to professor.

A faculty member may be considered for advancement to this rank after completing 5 years as an associate professor. An initial appointment at the rank of professor may carry tenure.

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 promotion to full professor shall include consideration of the faculty member's contribution to the effective functioning of the department. The evaluation will also consider the candidate's personal integrity and ethical/professional behavior as recognized by the University and larger academic communities.

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, 2, 3, 4, and 5 provide guidelines for the assessment of a faculty member's performance and a rating scale for use in the evaluation of candidates. For tenure and promotion from Assistant to Associate Professor at the Kent Campus, the candidate must meet the minimum requirement for "very good" (or 16 points) rating in both scholarship and teaching, according to Tables 2 and 4. Since the primary mission of the Regional Campuses is teaching, research is evaluated accordingly. Therefore, at the Regional Campuses candidates for tenure and promotion to associate professor must meet the minimum requirements for "very good" (or 8 points) rating in scholarship and a "very good" rating or better in teaching, according to Tables 3 and 4. For both candidates, University citizenship must at least meet the minimum Department criteria as outlined in Table 5.

A candidate for promotion to Professor at the Kent Campus must meet the criteria for an "excellent" rating in scholarship (or 21 points) and "very good" or better in teaching, according to Tables 2 and 4. At the Regional Campuses the Faculty member must meet the criteria for excellent (or 11 points) rating or better for scholarship and a "very good" rating or better in teaching, according to Tables 3 and 4. 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 she/he becomes more specialized.

Documentation of a Faculty member's achievements will include a record of presentations in Department organized research seminars prior to a faculty member's application for tenure or promotion. For Assistant Professors, this seminar will typically be presented during the faculty member's third full year in this rank. For promotion to Associate Professor and Professor, the seminar should be the year prior to an anticipated promotion application.

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 her/his scholarly activity.

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

Standards for the Evaluation of Scholarship and Research

Indicators on which the assessment of the quality of scholarship activity is based for the Kent and Regional campuses are provided in Tables 2 and 3, respectively.

Indicators of the quality of a faculty member's research record include the quality and quantity of published work. All faculty members in the Department are expected to produce records of scholarship that reflect their disciplinary focus and university mission. The attributes of an individual faculty member's scholarly activity will vary across disciplines.

To achieve "excellent" in the category of the scholarship (as detailed in Table 2 for the Kent campus and Table 3 for regional campus) at the time a faculty member stands for tenure and promotion, she/he should have established a research program which demonstrates an impact upon her/his discipline.

Within this context, during annual reappointment reviews, each faculty member who will seek tenure or promotion is obligated to provide evidence supporting her/his scholarly record. This obligation will be met by providing specific information about article and journal quality and impact, 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 Department's Ad Hoc RTP Committee and the Chair shall evaluate a candidate's record in light of the Department's expectations for a successful tenure decision.

Table 2. Evaluation Components for Assessment of Scholarship for Promotion and Tenure at the Kent Campus.

Scholarship	Definition	Examples of Accomplishments Corresponding to the Assessment Score	Minimum Points
Excellent	Nationally/ Internationally recognized research program	Demonstrated record of publications,[1] invitations to give presentations, research-related service to external organizations, awards, recognition from scientific societies[2]	21
Very Good	Emerging nationally recognized research program	Demonstrated record of publications, presentations at well recognized meetings with rigorous criteria for a peer review.	16
Good	Active research program	Some peer-reviewed publications, some presentations at meetings/seminars	10
Weak	Limited research program	Occasional publications or meeting presentations	
Poor	No research program	No publications, presentations, or grants	

Note: definitions in footnotes below refer to the meaning of "publications" and "recognition" throughout Table 2.

[1]Publications include: papers in peer-reviewed journals of recognized quality, "A+, A, B, or C (a maximum of 2 C journals may be counted toward promotion and tenure)" [see, Table 1] and book chapters. Evaluation of publication record will include an assessment of quality and impact on the field as well as quantity.

[2]Recognitions from scientific societies include, for example, election to office, editorial board membership, editorship, etc.

Table 3. Evaluation Components for Assessment of Scholarship for Promotion and Tenure at Regional Campuses.

Scholarship	Definition	Examples of Accomplishments Corresponding to the Assessment Score	Minimum Points
Excellent	Nationally/ Internationally recognized research program	Demonstrated record of publications,[1] invitations to give presentations, research-related service to external organizations, awards, recognition from scientific societies[2]	11
Very Good	Emerging nationally recognized research program	Demonstrated record of publications, presentations at well recognized meetings with rigorous criteria for a peer review.	8
Good	Active research program	Some peer-reviewed publications, some presentations at meetings/seminars	4
Weak	Limited research program	Occasional publications or meeting presentations	
Poor	No research program	No publications, presentations, or grants	

Note: definitions in footnotes below refer to the meaning of "publications" and "recognition" throughout Table 3.

[1]Publications include: papers in peer-reviewed journals of recognized quality, "A+, A, B, or C, published proceedings, and book chapters." Evaluation of publication record will include an assessment of quality and impact on the field as well as quantity.

[2]Recognitions from scientific societies include, for example, election to office, editorial board membership, editorship, etc.

Teaching

Faculty members must prepare a syllabus for distribution at the beginning of each semester in each course they are teaching. A copy of the syllabus is to be on file in Department office by the end of the second week of the semester. The syllabus must specify course prerequisites, department-approved learning objectives, last date to withdraw, the materials to be covered in the course, grading scale, assignments, approximate dates and number of examinations, and other details relevant to the effective management of the class.

Criteria for the evaluation of teaching are listed in Table 4.

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 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.

Table 4. Evaluation Components for Assessment of Teaching for Promotion and Tenure

Scholarship	Definition	Examples of Accomplishments Corresponding to the Assessment Score
Excellent	Innovative teacher; provides leadership in instructional Development	Develop/revise courses,[1] 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
Good	Meets obligations well	Good student and peer evaluations
Fair	Substandard teacher	Below average student and evaluations
Poor	Substandard, ineffective teacher	Below average student and peer perceptions, pattern of complaints

[1] Course revision is defined as making a substantial modification to a course such as developing of web courses and formally proposing to change course content/format, etc.

University Citizenship

At a minimum, the assessment of a candidate's university citizenship involves a determination of the faculty member's collegiality and contribution to the effective functioning of the department. A faculty member's contributions as a University citizen include service to the Department, the Campus, the College, and the University as outlined in Table 5, and are required of all faculty members as part of their regular workload. Service responsibilities should be distributed as equitably as possible to all members of the department. 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. Citizenship also includes active participation in department events such as faculty and student recruitment, department meetings and seminars, etc.

Being an active and useful citizen of the Department, 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.

Successful candidates for tenure and promotion must fit the criteria of “meets obligations” according to Table 5.

Table 5. Assessment of University Citizenship for promotion and tenure.

Citizenship Assessment	**Examples of Accomplishments Corresponding to the Assessment Score**
Exceeds obligations	Significant role in Department, 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 Department/Campus Obligations
Does not meet obligations	Does not meet Department/Campus obligations in a timely manner or does not actively participate in significant departmental/campus events

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 Department.

NON-TENURE TRACK (NTT) FACULTY – RENEWAL OF APPOINTMENT AND THIRD-YEAR REVIEW

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, continued maintenance of professional qualifications according to AACSB guidelines, and budgeted resources to support the position.

Reappointment review of NTT faculty is either *simplified* or *full* depending on the candidate's length of service. Procedures for these reviews are contained in Article X, Section 8.A and Addendum B of the applicable *Collective Bargaining Agreement* (CBA) effective at the time of the review of a member of the bargaining unit.

Third-Year Full Performance Reappointment Review

Each academic year, guidelines for the third-year full performance reviews for NTT faculty at the Kent and Regional Campuses are distributed by the Office of the Provost and Senior Vice President for Academic Affairs. 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, which is subject to evaluation and assessment at the time of the review.

Review of NTT faculty at both the Kent and Regional Campuses is based primarily on instructional effectiveness. In general, and at the very least, the Three-Year Review file will include the following items:

- 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, if any;
- An up-to-date curriculum vita;
- The syllabi for courses taught during the period under review; and
- The evaluation summaries of Student Survey of Instruction (SSI) for all courses taught during the period under review.

The NTT faculty will submit an updated file of these items to the Chair who will make the materials available to the Ad Hoc RTP Committee. The specific criteria for assessing teaching effectiveness are presented in Table 2. Other assessment criteria as they relate to AACSB's guidelines for the deployment of faculty resources, and classification of faculty members as either SP, IP, SA, or PA and guidelines for faculty sufficiency and classification of a faculty member as either participating (P) or supporting (S), are delineated in Section II (G) of this Handbook.

NTT faculty members are reviewed by the Ad Hoc RTP Committee. The Chair, 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 Chair for placement in the faculty member's review file. NTT faculty will also submit an updated file that is presented to the Chair who will make these materials available 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 Chair independently assesses the accomplishments of each NTT faculty member and forwards to the Dean her/his recommendation and the committee's recommendation. The Chair 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 Chair 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 Department.

Promotion Review

Consideration for promotion in rank is available to members of the bargaining unit, with responsibilities for the reviews resting with the college Dean. Procedures for the promotion of FT-NTT faculty may be found in Article X, Section 11 and Addendum D of the *Collective Bargaining Agreement* (CBA) effective at the time of the review for a member of the bargaining unit.

Reappointment of Part-Time Faculty

The appointment and renewal of appointment for part faculty are based on the programmatic needs of the Department, satisfactory performance of previously assigned responsibilities, continued maintenance of professional qualifications according to AACSB guidelines, and budgeted resources to support the position.

Section IV. Criteria, performance expectations and Department procedures relating to Faculty Excellence Awards

Faculty Excellence Awards (FEA) are established pursuant to the applicable *Collective Bargaining Agreement*. Procedures and timelines for determining merit awards for any given year shall be conducted in accordance with guidelines issued by the Office of the Provost.

Every tenure-track/tenured faculty member of the Department, who wishes to be considered for FEA, must submit a report of her/his professional performance and academic citizenship for the years covered by the award review. These reports will be reviewed by the committee chosen by the FAC, which will meet with and advise the Department chair concerning each individual faculty member's report.

Where the *Collective Bargaining Agreement* so specifies, excellence dollars are divided into three distinct categories of meritorious performance: (1) research/creative activity, (2) teaching, and (3) service. The committee will then determine a rational scheme of allocation of excellence dollars by using the following broad performance measures within each category:

1. Research
   a. Publication
   b. Research awards
   c. Research grants

2. Teaching
   a. SSI scores
   b. Teaching awards
   c. Teaching grants

3. Service
   a. Dissertations
   b. Individual investigations
   c. Committees: Credit for committee work will depend on several factors, including faculty role such as Chair/Co-Chair/Member and the committee.

Consistent with measures used for research, all committees will be assigned into one of three categories: High, Medium, and Low. Committees in the "High" group are impactful, and require substantial commitment from the participants. Equivalently, Medium and Low groups provide less impact and fewer time and resource commitments from the participants.

Consistent with *Collective Bargaining* Agreement and in consultation with the FAC and the chair, the committee will determine the percentage merit award pool for each of the above categories. Similarly, the committee will determine a rational scheme of allocation of merit award dollars within each of the above pools that fits the circumstances and consistent with the provisions of this handbook.

Section V. Other Department guidelines

Faculty Grievance

Any faculty member who believes that she/he may have a grievance is strongly encouraged, before initiating a formal grievance or appeal, to talk with the Chair about any issue(s) of concern. The Chair may seek the advice and recommendation of individual faculty members or faculty advisory groups in seeking informal resolution of a dispute or complaint.

Formal Procedure

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

Faculty grievances that are not directly related to the terms or conditions of employment and are not academic appeals are appropriately addressed within the Department, whenever possible. The Chair 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.

In the case of a negative reappointment, tenure, and/or promotion review, at any stage of the process, the faculty member may appeal the decision. In the case of a negative department recommendation, the appeal is made to the Office of the Dean. In the case of a negative College recommendation, the appeal is made to the Office of the Provost. In the case of a negative University recommendation, the appeal is made to the Office of the President. Complete details of the appeals process are distributed each Fall Semester in the detailed guidelines for promotion and tenure, which are available in the department offices. Candidates for tenure and/or promotion are expected to be familiar with these guidelines. In addition, appeals procedures are fully detailed in the *University Policy Register*, Section 3342-6-20.1, the *Collective Bargaining Agreement*, Section 2, and the College of Business Administration Handbook.

STUDENTS

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

Advising

Faculty are required to advise and counsel undergraduate and graduate students on academic matters. General advising at the undergraduate level is coordinated by the Undergraduate Advisor who serves as the Department 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" and the student’s dissertation committee members.

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)

Student Grievance and Academic Complaints

The University’s policies and procedures which 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)

Student complaints and problems should always be resolved at the lowest level possible. A student should always consult with her/his professor first. If the complaint cannot be settled, the student should consult the Chair.

If the involved parties do not reach resolution at this point, the student, professor, or Chair may request that the grievance be heard by the Student Academic Complaint Committee (SACC), augmented by a student member appointed according to college procedure. After hearing both the student and the professor, the SACC will make a recommendation to the Chair for resolution of the issue. If the grievance is not satisfactorily settled at the department level, the student or faculty member may appeal to the Dean.

Student Grades

a) Within the first two weeks of each semester each student shall receive from each instructor a written or web page description of the nature of the course, with a list of class responsibilities including those things upon which the student will be graded, the grading scale, the weights attached to each part of the course, assigned papers or projects, and a statement of policy regarding class attendance.
b) Each faculty member may be requested to justify any grade given any student. The syllabus and formal modifying announcements to the class constitute the basis for grades.

c) Clarification and adjudication of grades should be requested during the semester immediately following the one in which the grade is given. In the case of spring semester grades, students may request clarification and justification through the following fall semester.
d) Formal complaints against an instructor's grading practices should be based, insofar as possible, on claims that the instructor is not consistent with his or her own standards as outlined in the syllabus.
e) In case of a grievance on grades, the student should first talk to her/his course instructor. If not satisfied, the student should talk to the Department Chair.

Transfer Credit Procedures

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

Graduate transfer credit is evaluated according to the process described in the current Graduate School Catalog. Both masters and doctoral transfer credit may be accepted if the criteria are met and the student's adviser, the Graduate Programs Committee, and the Dean approve the transfer credit.

Privacy of Student Records

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

Student Evaluations

All courses are evaluated each semester, including summer sessions, using the approved Student Survey of Instruction (SSI). Faculty members are informed of the day and time for the evaluation and graduate students administer the SSIs under the direction of a Department staff person. SSIs are returned in a sealed envelope to the Department office. The Department Administrative Assistant arranges for the appropriate scoring of SSIs according to the approved group norms for the Department. SSIs are not available to individual faculty members until after grades are submitted to the Registrar. SSIs and the results are maintained in the Department 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.

Attendance

The course instructor shall remind the student that he or she is accountable for the material covered in a course, regardless of his attendance record or of the validity of his reasons for absence. Course instructors are obligated neither to give makeup examinations for unexcused absences nor to provide extra help for work missed due to unexcused absences.

Course Organization and Grades

Course instructors must provide students within the first two weeks of the course with a written or web page syllabus, the number and tentative dates of examinations, reading assignments, and such other requirements set by the instructor. At least one exam will be scheduled and returned to students before the course withdrawal deadline. For the meaning of grades the student should be referred to the current catalog. Penalties for cheating and plagiarism are detailed in the *University Policy Register*, Section 3342- 3-01.8.

Teaching

If a student (or group of students) wishes to register a complaint about quality of teaching the complaint should be registered with the course instructor and then the Department Chair if she/he could not reach a resolution with the instructor. The Chair will then discuss the complaint with the instructor concerned.

CURRICULAR POLICIES AND PROCEDURES

Curricular

Curricular changes may be proposed by any faculty member for consideration by the UPC and the GPC. 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 Chair whose recommendation is sent to the College for consideration.

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 Chair and the Dean, but in any case, the exam must also be offered at the time scheduled and publicized by the University for those students who desire to take the exam at that time.

Grades

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

The grade of "Incomplete" may be given only under specific and limited circumstances. A form signed by the student and the faculty member must be filed with the Department.

The grade of "IP" (In Progress) may be given only in specifically designated courses.

Audits

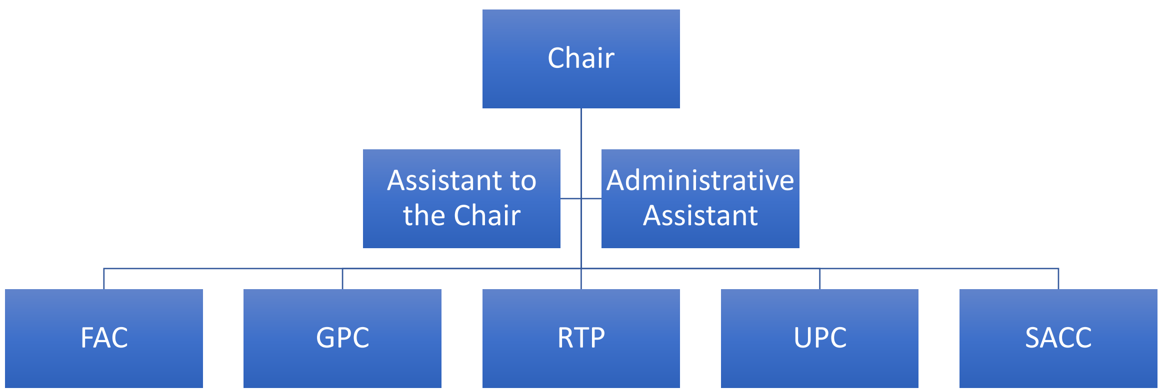
Students may audit any course subject to space availability and approval of the Chair. Faculty members have the discretion to determine conditions and requirements for the audit.

HANDBOOK MODIFICATION, AMENDMENT AND REVISIONS

The implementation, modification, amendment and revision of this Handbook is governed by the applicable *Collective Bargaining Agreement*. The Department 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 faculty member. Proposed modifications or amendments are subject to discussion, revision, and recommendation by the FAC. An Ad Hoc Handbook Committee may be called into existence if the FAC finds this advisable. 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, she/he 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 Department, 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. Amendments shall be in force when voted favorably on by a majority of the full time tenure-track faculty members present at a meeting and approved by the Dean. If a department member has a legitimate reason for not being able to attend such a meeting, he or she may complete a written ballot. A simple majority suffices to pass amendments.

This handbook, as approved by the full-time tenure-track faculty of the Department, is effective spring semester 2017.

DEPARTMENT STRUCTURE



VISION STATEMENT OF THE DEPARTMENT

The M&IS Department attracts outstanding students and faculty. We pursue this distinction by continuously improving our teaching and research. Our students are known for their ability to contribute to their employers, think conceptually, understand business and other organizations, learn and use leading-edge technology. We create and publish highly regarded research with the goal of extending knowledge applicable to information technology, operational processes and organizational management. These efforts are recognized and supported by academic, business, government and other sources.

We extend the concept of diversity to understand that scholarly excellence is achieved in a variety of ways. Our faculty support systems enable the department to achieve significant improvements in teaching, research, outreach, and service with attention to the respective needs of tenured, tenure-track, full- and part-time temporary faculty.

Our commitment to superb teaching, meaningful research, value-added outreach, and dedicated service reflects our concern for people and society. We foster people's willingness to continuously improve in an ethical atmosphere based on integrity. A wide range of stakeholders, including students, employers, colleagues, journal editors and consumers of our research, and administrators, provide feedback to improve our teaching, research and service. Celebration of success is a vital part of our continuous improvement process.

POLICIES ON THE M&IS Ph.D. PROGRAMS in BUSINESS ADMINISTRATION

The M&IS Department offers the doctor of philosophy (Ph.D.) degree in business administration with concentrations in management, information systems, and supply chain management. Candidates for the Ph.D. degree in any of these disciplines should consult with the Ph.D. Program Handbook and the Department's Ph.D. coordinator for guidance on their responsibilities and appropriate courses they need to fulfill their degree requirements.

The mission of the Ph.D. program is to prepare students to conduct high quality scholarly research and to teach effectively in the field of business. The key objectives of the program, as articulated in the College of Business Administration Ph.D. Program handbook, are that through advanced coursework and apprenticeship with graduate faculty, each student will be expected to through:

- Area of specialization, acquire the knowledge for establishing expertise in a functional area of business;
- Research Competence, develop the conceptual and methodological skills required for conducting original research in the chosen area of specialization;
- Teaching Commitment, prepare for the responsibility and challenge of undergraduate and graduate business education through classroom experience;
- Service Orientation, acquire expertise to promote effective resolution of prevailing business and social problems at the local, state, or national level.

The Ph.D. program has coursework and research or dissertation components, with appropriate minimum number of credit hours required for each. Students in the program take college required and departmentally selected courses, and courses in their major and minor areas of study.

Comprehensive Examinations

As stated in the College of Business Administration Ph.D. Program Handbook, all candidates for the Ph.D. degree in the College of Business are required to take a comprehensive examination as part of their evaluation process. More detailed and most current policy pertaining to the Ph.D. program in general and the comprehensive examinations in particular can be found in the College's Ph.D. Handbook. While comprehensive exams are required in the student's area of concentration, there is no such requirement in the student's minor.

Composition of Comprehensive Examinations

Comprehensive examinations pertain to areas of knowledge rather than specific courses. The materials covered, number and format of questions, and other such details are determined by the graduate faculty in the area developing the exam. It is strongly recommended that the student consult with the Area Coordinator well in advance (at least two months) of the comprehensive exam date, so that the Coordinator can direct the student to appropriate graduate faculty members for guidance in selecting reading materials for study.

The writing and grading of Ph.D. comprehensive examinations are restricted to the graduate faculty members. Any or all members of the graduate faculty in the student's area of concentration may be called upon by the Coordinator to participate in the Ph.D. examinations process. Thus, the student should not expect only those professors from whom coursework has been taken to participate in the writing and/or grading of the comprehensive exam.

The Ph.D. Coordinator requests questions from selected graduate faculty who teach in the area which the student has specified as his/her area of concentration. The faculty submit their questions to the Ph.D. Coordinator, who compiles them and works with the Comprehensive Examination committee to create the comprehensive exam for the student.

The Comprehensive Examination Committee is composed of graduate faculty in the Department, and is appointed by the Ph.D. Coordinator. This committee reviews all questions submitted by the graduate faculty and selects a set of questions which comprehensively examines the student in the area of concentration. The concentration exam should be designed not to require more than eight hours over two consecutive working days to complete while each minor exam should not exceed four hours over one day.

Guidance to the Student

At the minimum, students taking these examinations will be provided with both the title and the scope of the questions. The PhD handbook further recommends that each student contact the graduate faculty for guidelines in selecting reading materials for study. However, this does not imply that students be given a specific, or an exhaustive reading list. The current partial readings list can be found at http://mis.kent.edu/gp/phd-program/rlis.html.

These examinations are comprehensive, and any list, even if provided, should act only as a guideline to the type of material a student should be familiar with to do well in the examinations. Questions, as long as they conform to the scope, can come from outside any such list. Ultimately, the student is responsible and accountable for any relevant literature in their area of study.

Writing the Comprehensive Examinations Questions

Graduate faculty participating in the writing of these examinations will be required to furnish the Ph.D. Coordinator with the title, scope, and answer keys to the comprehensive exams. An example of such information on previous exams can be found on the M&IS Department web site at http://mis.kent.edu/gp/phd-program/ce/index_html.html.

Grading and Evaluation of Comprehensive Examinations

If the candidate passes most but not all of the questions, it will be at the discretion of the Comprehensive Examination Committee whether to require the student to retake only the parts failed or retake the entire examination. The student should register for BAD 70198 (Research) during the semester in which he or she wishes to retake the examination. A student may retake the entire exam a maximum of one time. Partial retakes will also be permitted a maximum of one time. If a second attempt proves unsuccessful, the student will be subject to dismissal.

As with any other student complaint of an academic nature, students have the right of appeal of the result of their comprehensive examination if they feel that they have been disadvantaged by the process. The administrative policy and procedure for student academic complaints at the Kent campus may be found in the *University Policy Register*, Section 3342-4-02.3. Guidance to the adjudication of grievances of a nonacademic nature is provided in the *University Policy Register*, Section 3342-4-02.102.

Students are encouraged to first try to reach a resolution of their complaint with the Department's Graduate Program Coordinator. If the Coordinator is not able to reach resolution at this point, he/she may then petition the Chair who may request that the graduate committee of the Department convene as a Student Academic Complaint Committee, augmented by a student member appointed according to College procedure. After hearing both the student and the Comprehensive Examination Committee, the Student Academic Complaint Committee will make a recommendation to the Chair for resolution of the issue. If the grievance is not satisfactorily settled at the department level, the student may appeal to the Dean of the College of Business Administration, through the College of Business Ph.D. Director and Associate Dean for Graduate and International Programs.

Failure in procedural matters by the graduate faculty member, Comprehensive Examination Committee, or the Department shall not be sufficient cause for the awarding of a passing grade for the comprehensive examination or subsequently, the Ph.D. degree.

Timing of Comprehensive Examinations

The comprehensive examinations are administered by the Department and are usually spread over two days, with appropriate time allocated to each question. For the most current information on the comprehensive exams with regard to timing, topics, faculty team scheduled to set the exams, and exam scope visit the M&IS Department web site at http://mis.kent.edu/gp/phd-program/ce/index_html.html

Mentoring of Ph.D. Students

The Mentorship program in the Department of Management & Information Systems has two primary goals: First, to help the Ph.D. student develop the conceptual and methodological skills required for conducting original research, and secondly, to help the student acquire the knowledge necessary to establish expertise in their area of concentration.

Research Mentorship

All incoming Ph.D. students will be assigned a faculty mentor. Students will work collaboratively with their mentor and other professors or students as a research team to undertake and publish research. A new faculty mentor will typically be assigned each year to the student, until the student passes their comprehensive examinations. It is expected that students in their third year will work on research related to their dissertation.

An important aspect of this program is to expose students to a wide variety of research perspectives. As each mentor may have different perspectives on research, the student benefits from working with a variety of mentors. It is also expected that the amount and type of work done by the student will change during their tenure. Typically, first-year students will need more guidance at all stages of the research process. Second and third year students will play increasingly greater roles in the research process. They should be more actively involved in the creation of the research idea, in the execution of the design, in the analysis of the results, and in the writing of the early drafts of the research paper. The faculty mentor will often be more directly involved in the development of the research design, in guiding the analysis, and in "polishing" the research paper and moving it through the publication process.

The student will present the research idea to the department, and receive feedback from faculty and students on study design. The student will play key roles in the research team that will complete the study. Results from the study will then be presented to the department as part of our Research Seminar Series. At the minimum, the quality of work should resemble a presentation at a professional conference.

These research experiences are outside the domain of coursework, and will require many hours every week. This required expenditure of time is essential action learning; the student learns while doing. It provides the student with hands-on experience in how to conduct research, and may result in publications that will enhance the student's marketability in the job market.

It is the student's responsibility to coordinate with their research mentor at the beginning of every semester to set up goals and expectations, regular schedule of meetings, and to follow through with these meetings in a timely manner.

Teaching Mentorship

Students will be assigned a mentor to guide their teaching for every course they teach. As part of this mentorship, students who are teaching are required to discuss their course preparation with a faculty who has previously taught the course. Students are also encouraged to invite their mentor to class, so faculty can provide useful suggestions for effective teaching.
It is the student's responsibility to coordinate with their teaching mentor at the beginning of every semester to set up a regular schedule of meetings, and to follow through with these meetings in a timely manner.

Research Seminars

The research seminars provide a forum for students to develop and refine their research ideas and methodology, and their presentation skills. These skills are vital for research presentations at conferences, job interviews, and in the classroom. As part of the mentorship program, students are expected to make presentations, and address questions in these seminars. The Mentor will play a supporting role during the presentation. Students are evaluated both on the content and quality of their research material and on their presentation skills.

For the student presentations in fall, the emphasis is on receiving input from the audience. Students should view this as a learning experience, rather than taking a position and defending it against all suggestions. The intent of this presentation is to educate the audience about the area under study, and be receptive to new ideas, questions, and problems.

The presentations in the spring term are intended to be more formal, emulating a typical conference presentation. For completed studies, the emphasis should be on presenting the results. Both content and style are important. As with conference or job interviews, the presenter must not only get the point of the study results across to the audience, but must also be willing to listen and defend comments and questions about the completed study.

Keys to a Successful Mentorship

The following is excerpted and modified from **Koblinsky, S.** (2000), *Mentoring Advice for Graduate Students*, Family Science Department, University of Michigan.

There are many things to consider when working with a mentor, including your own needs and preferred style of learning. Faculty mentors vary in terms of their availability, communication styles, expectations for student productivity, involvement in co-authorship of publications, and their own reputations within a discipline. A serious appraisal of the expertise and work styles of prospective mentors, as well as your own strengths and needs, can help you maintain rewarding mentoring relationships.

1) Communication
   a) Inform a prospective mentor about how your own previous academic, professional, or personal experiences intersect with his/her interests.
   b) Be open and honest about your interests, needs, and career aspirations.
   c) After you are assigned a mentor, clarify your goals and expectations early on. Work with your mentor to create a realistic, mutually agreeable timeline for your study.
   d) Establish how often you will meet face to face and how you should contact your mentor with questions outside of meetings (e.g., email, phone).
   e) Communicate regularly with your mentor about your research progress; ask questions when they arise – remember that there are no dumb questions and that your mentor's role is to help.
   f) Share your academic and professional achievements with your mentor.
   g) When conflicts arise, communicate clearly, stating the perceived problem and requesting that you and the mentor work collaboratively toward a solution.
   h) Maintain contact with your mentor during periods of slow progress and problems; don't give the impression that you are avoiding your mentor.
   i) Respect your mentor's time; if you need time beyond your appointment, schedule another meeting.
   j) Be aware of faculty-student boundaries; although you may have a friendship with your mentor, be respectful of his/her other duties and need to be objective in evaluating your work.
2) Research, Scholarship, and Creative Activities
   a) Arrange regular meetings about research, scholarship, and creative activity with your mentor; many students believe that scheduling a meeting at least once every other week keeps them motivated and making steady progress.
   b) Always prepare yourself for meetings with your mentor.
      i) Arrive on time.
      ii) Bring a written, prioritized list of topics and questions for discussion.
      iii) Bring a summary of what you've accomplished since the last meeting.
      iv) Bring your notes from previous meetings.
      v) Bring any relevant, upcoming deadlines (e.g., Graduate School deadlines, submission deadlines for professional meetings).
   c) Ask your mentor to:
      i) Help you shape your research proposal or creative project.
      ii) Discuss historical trends, current research, and research methods in your discipline.
      iii) Guide and critique your research project or creative activity.
      iv) Help you think about the ethical implications of your research work.
      v) Assist you in selecting members of your thesis/dissertation/project committee.
      vi) After each meeting, email your advisor a brief summary of your new tasks and any

commitments that your mentor has made to you. Ask your mentor to respond if anything appears incorrect. These summaries will help you avoid future misunderstandings and maintain a record of your research progress.

vii) Follow the advice of your mentor; read recommended publications and give your mentor feedback about the usefulness of his/her suggestions.

viii) Give appropriate credit to your mentor and fellow collaborators in publications, presentations, exhibitions, and creative activities.

ix) Seek opportunities to work with your mentor on research, scholarly, and creative projects; professional meeting presentations; editorial reviews of publications and creative works; and grant proposals.

x) Actively participate in the activities of your laboratory or research/creative group.

xi) Strive to complete all research and academic tasks on time; notify your mentor in a timely manner when you cannot meet a deadline.

xii) Demonstrate an excellent work ethic.

3) Theses and Dissertations
   a) Submit only carefully written, well-edited and proofread drafts of the thesis/dissertation to your mentor (unless otherwise instructed by your mentor).
   b) Determine how long your mentor expects to have your draft before returning a critique.
   c) Accept critiques of your draft in a professional manner; if you continue to disagree with your mentor about an issue, present a well-reasoned response at your next meeting.
   d) When resubmitting drafts of your thesis/dissertation, mark the new or edited sections so that your mentor will not always have to read the entire document.
4) Teaching
   a) Seek out at least one excellent teacher to mentor you in developing your teaching skills (this person need not be your dissertation advisor).
   b) Develop a relationship with your teaching mentor, establishing expectations and regular meeting times.
   c) Work with your mentor to identify teaching opportunities in your department, including serving as a laboratory instructor, a discussion section leader, and/or an autonomous teacher.
   d) Share your teaching goals with your mentor, including the syllabi and assignments you wish to develop, the content you wish to cover, and the skills you hope to improve.
   e) Arrange for your mentor to observe your teaching on multiple occasions; then set up times when the two of you can meet to review your instruction, evaluate your progress, and set future teaching goals.
   f) Encourage your mentor to help you create an inclusive classroom environment, capitalize on the diverse backgrounds of your students, and recognize different learning styles.
   g) Take advantage of teaching-oriented opportunities offered by your department/college and the Graduate School; discuss what you have learned with your mentor.
5) Career and Professional Development
   a) Ask your mentor to provide you with career information and guidance.

b) Meet with your mentor to discuss your career aspirations and important issues in your professional development.
c) Request that your mentor introduce you to colleagues, potential employers, and other professionals who might help to advance your career.
d) Present your research and creative work in multiple forums (department, university, professional conferences/performances), and network with your mentor and his/her colleagues at these events.
e) Encourage your mentor to nominate you for fellowships, awards, and service committees that will enhance your professional profile.
f) Ask your mentor to help you develop interviewing skills, handle job offers, and negotiate a first contract.
g) Maintain contact with your mentor after graduation; inform him/her of your successes and continue to seek professional advice when needed.

Guidelines for Incoming Ph.D. Students in M&IS

On behalf of the Management & Information Systems (M&IS) faculty, the College of Business Administration, we welcome you as students for the Ph.D. program in Management and Information System (M&IS) at Kent State University. The selection process for this program is extremely competitive and only the most deserving candidates are admitted. Congratulations!

The doctoral program in M&IS has a rich legacy of building careers. Our alumni have been distinguished researchers and excellent instructors who command national and international presence in their respective disciplines. In order to maintain the legacy, we have to mutually work towards attaining a level of research and pedagogical distinction that will help you remain competitive in your field.

As you are well aware, the doctoral program in M&IS is intensive and you will be expected to follow a set of guidelines as stipulated by the department. These guidelines are for the overall health of the department and the program, and you, as Ph.D. students and candidates, are expected to clearly understand and follow them. The guidelines have been set by the M&IS Department and complement the general requirements by the graduate school. These guidelines are also independent of your immediate assignments or advisors. Your success in this program will be contingent upon following these guidelines.

- Every M&IS Ph.D. student, throughout their tenure, is expected to *actively participate and attend all departmental presentations and meetings* as directed by the Ph.D. coordinator. Note that these presentations will give you headway into crafting better research models, collaborating with faculty, presenting your own research ideas, receiving feedback, and getting a general sense of operational issues in academia.
- Every M&IS Ph.D. student, throughout their tenure, will be expected to fulfill departmental requirements and deadlines. Such requirements and deadlines can include completion of research projects, meeting deadlines, and presenting summer research reports.

- The M&IS Department will offer mentoring to Ph.D. students during their tenure in the Department. Your mentor(s) will regularly meet with you to offer advice and direct you in your research, teaching, and service endeavors. Further mentoring guidelines can be found in the Ph.D. student handbook.
- Every M&IS Ph.D. student, throughout their tenure, is expected to meet with the Ph.D. coordinator and interested graduate faculty on a yearly basis to review their progress in the program. This review will be conducted in a professional, open and constructive manner, and is intended to ensure that you are making satisfactory progress in the program.
- Every M&IS Ph.D. student must follow the above guidelines in order to remain in good standing in the program. Failure to actively participate in departmental presentations/meetings and mentorship, or failure to meet deadlines, could result in release from the program.

Please remember that these guidelines serve the purpose of crafting a world-class Ph.D. program for which you are and will remain ambassadors.

I, ______________________________, a Ph.D. student in the department of M&IS at Kent State University, have read and understood the guidelines above and understand that to maintain my position as a graduate student, I will be expected to follow them until amended by the Chair or the Ph.D. Coordinator in the M&IS department.

Signature: __________________________ Date: __________________________

Attested: ___________________________ ___________________________

Chair, M&IS Department Ph.D. Coordinator, M&IS Dept.

SUPPORTING ACTIVITIES

The Department is dedicated to continually updated curriculum and the scholarship that supports this curriculum. The productive output of the department and its members should always be of the highest quality. Individuals may, by virtue of their special skills and career directions, focus much of their activity in two or more areas of scholarship, spanning the areas of discovery, integration, application, teaching, and citizenship.

The department curricula include several undergraduate major and minor programs, MBA concentrations, Master of Science in Business Analytics, a doctoral program with concentrations in management, information systems, and supply chain management, and several core courses at the undergraduate, master's, and doctoral levels. The Center for Information Systems plays an integral part in the department's activities, mission, and programs, and the department maintains a commitment to the Learning to Lead Workshops.

RECOMMENDED DEPARTMENT JOURNAL LIST

An up-to-date recommended list of journals is provided in the Department web site at https://sites.google.com/kent.edu/mis/journal-list.