

**MUSIC, THEATRE, and DANCE**

**ANNUAL EVALUATION GUIDELINES**  
**(Approved by Faculty Vote on 05/10/2013)**

**PROMOTION AND TENURE GUIDELINES**  
**(Approved by Faculty Vote on 05/10/2013)**

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES \*(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): 05/10/2018

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES\*: 05/10/2018

**Gary Mortenson, Department Head**  
**Date signed: 05/27/2014**

**Peter Dorhout, Dean**  
**Date signed: 05/28/2014**

**April C. Mason, Provost and Senior Vice President**  
**Date signed: 06/4/2014**

*\*Each academic department is required by University Handbook policy to develop department documents containing criteria, standards, and guidelines for promotion, tenure, reappointment, annual evaluation and merit salary allocation. These documents must be approved by a majority vote of the faculty members in the department, by the department head or chair, by the dean concerned, and by the provost. In accordance with University Handbook policy, provision must be made to review these documents at least once every five years or more frequently if it is determined to be necessary. Dates of revision (or the vote to continue without revision) must appear on the first page of the document.*

Music, Theatre, and Dance

Department

Arts and Sciences

College

**Policy Statement Concerning:**

**Annual Evaluations**

**including Professorial Performance Award Criteria and Standards**

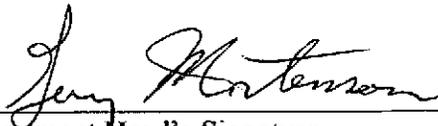
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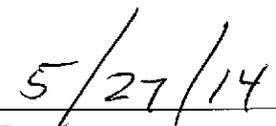
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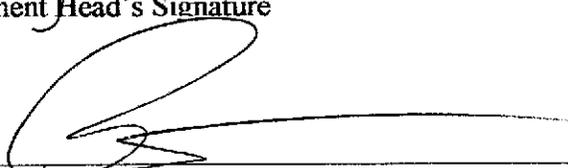
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**Chronic Low Achievement Standards**

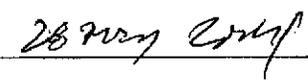
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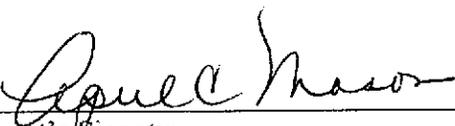
  
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# Guidelines for Evaluation: Promotion and Tenure, Merit Salary

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School of Music, Theatre, and Dance

**Submitted by the School Committee on Planning and Unanimously Approved by the School**

**May 10, 2013**

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## INTRODUCTION

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The School of Music, Theatre, and Dance (hereafter referred to as “School”) recognizes that annual merit salary evaluations serve, among others, two primary purposes. First, they provide an opportunity to ensure faculty are actively pursuing goals congruent with the missions of the program, school, and university. Second, evaluations are a cogent means to provide formative feedback to faculty and to promote relevance and proficiency in their fields of expertise and habits of life-long learning.

Merit salary evaluations are most significant, however, when viewed in tandem with the process of promotion/tenure. Although the two processes are independent, the results of merit salary evaluations can provide valuable indicators of progress toward promotion. As a result, both the merit salary and promotion/tenure guidelines that follow should be considered for all evaluations.

## MERIT SALARY EVALUATION

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The school director, in consultation with the relevant program’s Merit Salary Committee and, if available, outside experts in the evaluated field will determine the relative merit of faculty members’ activities in the areas of Teaching, Research/Scholarship/Creative Activity (hereafter referred as “RSCA”), and Service. These assessments are based on the faculty members’ progress viewed relative to their one- and five-year goals, load report, and contribution to each listed activity.

Tenure-track faculty are encouraged to seek mentoring from associate and full professors within and outside the school for guidance and feedback related to merit evaluation and promotion/tenure. Guidance may include the review of annual portfolio materials, development of goals as they relate to the annual merit cycle and promotion/tenure, review of syllabi, and observation of teaching.

The unit head will recommend a salary adjustment for each person evaluated. The recommended percentage increases based on the annual evaluation for persons with higher levels of accomplishment shall exceed those for persons with lower levels of accomplishment. If merit salary categories are utilized, then the percentage recommended for persons in the first category will be higher than those for the second category, which in turn shall exceed those for level of accomplishment in the third category, etc. As a rough guide, average percentage increases in the highest category are expected to be about twice those in the lowest category; this ratio is expected to fluctuate both with the degree to which members of the unit differ in effectiveness and with the degree to which funds are available.<sup>1</sup>

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<sup>1</sup> Kansas State University, “University Handbook.” Section C: Identity, Employment, Tenure. C46.2. Web. 28 Mar. 2013.

# ANNUAL MERIT SALARY EVALUATION TIMELINE AND PROCEDURES

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## **December:**

Faculty members submit to the school director a portfolio summarizing their activities for the preceding calendar year. The file must include an annual summary of significant effort in the categories of Teaching, RSCA, and Service. All portfolio materials except TEVAL data from the current semester are due on the Friday of the week prior to final exams. (See Merit Salary Portfolio.)

## **December/January:**

The Music Program shall retain a five-member Merit Salary Committee; the Theatre and Dance Programs shall combine to retain a three-member Merit Salary Committee. The members of each respective Merit Salary Committee (see description under “Committees”) and the school director read the portfolios and make individual assessments on each faculty. Before or during the first week of the spring semester, each committee meets with the school director and reports their assessments.

## **January/February:**

After consulting with the Merit Salary Committee, the school director assigns numerical evaluations of faculty members in each of the three areas using a scale of 1-5, 5 being the highest.

Summary letters are submitted to the faculty. The letter includes a statement addressing the perception of whether the faculty member’s work has been

1. well below expectations
2. below expectations
3. at expectations
4. above expectations
5. well above expectations

(see expectations) in each of the three evaluation categories (Teaching, RSCA, Service).

Each faculty member meets individually with the school director during the second week of the spring semester to review the evaluation, negotiate load percentages, and discuss any adjustments to one- or five-year goals, if necessary. At that time, faculty members are asked to sign the evaluation indicating the meeting has taken place.

Faculty members may rebut the evaluation. Rebuttals must be submitted in writing directly to the school director. If rebuttals remain unresolved, faculty members may articulate their position in writing along with supporting documentation to the dean.

Faculty members receive their original evaluations and photocopies. At their evaluation conferences with the school director, they sign the originals and return it to the school director. Original documents are submitted to the dean and copies of the evaluations are kept in the school personnel file.

# MERIT SALARY PORTFOLIO

## PRESENTATION AND CONTENT OUTLINE

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Materials should be presented in a three-ring binder with dividers/tabs or digitally with bookmarks/links. Materials organized as shown below, emphasizing thoroughness and brevity, will have the most impact upon the Evaluation Committee.

- Current Curriculum Vitae
- Load Reports from the year evaluated
- Goals from the year evaluated
- Goals for the upcoming year and for the next five years
- Reflective Statement summarizing the achievements from the previous year in:
  - Teaching
  - Research/Scholarship/Creative Activity
  - Service
- **Required** Portfolio Documents
  - Teaching
    - One-page Teaching Cover Sheet listing the achievements such as, but not limited to:
      - On-campus courses/studio/ensemble/shop teaching activities
      - Division of Continuing Education Courses
      - Guest lectures or presentations
      - Advised graduate/senior thesis projects
      - Teaching enhancement activities or innovative teaching methods

For each course, the following materials must be included:

- A current syllabus including policies, schedule, and reading lists (if any)
- TEVALS and other university sanctioned evaluative measures
- Research, Scholarship, and Creative Activity (RSCA)
  - One-page RSCA Cover Sheet listing the achievements such as, but not limited to:
    - Publications
    - Scholarship activities (differentiate between sought and awarded)
    - On and off campus creative activities
- Service
  - One-page Service Cover Sheet listing the achievements such as, but not limited to:
    - Directed Service
    - Non-Directed Service
- **Supplementary Materials** – Encouraged, but not required
  - Teaching - to maximize their impact, these documents may benefit from additional discussion in the faculty member's Reflective Statement. (For further guidance, see "Teaching Content and Format" below.)
    - Best examples of assessment materials<sup>2</sup> and student learning that demonstrate:
      - Student learning beyond memorization
      - Multiple means of assessment (exams, projects, papers)
      - Clear instructions
      - Effective strategies of teaching students of differing levels of achievement
      - Connection to SLOs

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<sup>2</sup> Kansas State University, "University Handbook." Section C: Identity, Employment, Tenure. C34.2. Web. 28 Mar. 2013.

- Instructor feedback
    - Examples of innovative teaching methods
    - Examples of student achievement with demonstrable faculty influence
- Research, Scholarship, and Creative Activity
  - Best examples and evidence of faculty work and involvement
- Service
  - Best examples and evidence of faculty work and involvement

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## REAPPOINTMENT, PROMOTION, AND TENURE

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### REAPPOINTMENT TIMELINE AND PROCEDURE

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Faculty on a tenure-track appointment must go through the reappointment process until they are granted tenure. Until they are granted tenure, tenure-track faculty are considered probationary.

Notice of non-reappointment will be given in writing in accordance with the standards found in the University Handbook, Appendix A: Standards for Notice of Non-Reappointment.

#### **December:**

Probationary faculty members submit annual merit salary evaluation materials. Select merit salary documents requested by the school director often serve as the foundation for reappointment materials.

#### **March:**

Tenured faculty members review the probationary faculty reappointment materials. Recommendation letters are requested from all full-time faculty members. The tenured faculty members then meet to discuss and vote on reappointment. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the appropriate administrator and provide narrative justifying their vote as appropriate. The school director then reports the findings and the vote in a narrative letter to the dean. Based on the outcome of the vote, school director's narrative, and supporting materials, the dean determines the status of reappointment.

#### **May-July:**

Contracts for faculty appointment are distributed. Revised salary amounts, if any, are determined once monetary amounts are allocated to the university by the state government in the spring.

## MID-TENURE REVIEW PROCEDURES AND TIMELINE

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Tenure-track faculty members participate in a formal review approximately mid-way through the probationary period of employment. Unless stated otherwise in their contract, the mid-tenure review shall take place during the third year of appointment.<sup>3</sup>

Mid-tenure review procedures shall follow the same procedures and timeline as the tenure review process with the exception of the required solicitation of outside evaluators. The candidate, however, may choose to solicit letters on their own behalf from students or colleagues.

Further information on mid-tenure review may be found in the *University Handbook*, Section C92.1-C93.

## PROMOTION AND TENURE PROCEDURES AND TIMELINE

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The school follows the eligibility requirements for promotion and tenure as outlined in the *University Handbook*. Although tenure consideration is determined by contractual agreement, it is expected that faculty members will initiate a request for consideration for promotion with the school director at such time as they feel that the necessary criteria have been met.

Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the provision that when, after a term of probationary service of more than three years in one or more institutions, a person is to be appointed as a faculty member at Kansas State University, it may be agreed in writing that his/her new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years; except, when the interest of both parties may best be served by mutual agreement at the time of the initial employment, Kansas State University may agree to allow for more than four years of probationary service provided the probationary period at Kansas State University does not exceed seven years. Notices should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.<sup>4</sup>

Faculty members on probationary appointments who have met the criteria and standards for tenure prior to the above maximum times may be granted early tenure. Because candidates may be considered for tenure at any time during their probationary period, no time credit shall be granted for service prior to employment at Kansas State University.<sup>5</sup>

Forms pertaining to promotion and tenure can be accessed via the Office of Academic Personnel's website: (<http://www.k-state.edu/academicpersonnel/depthead/manual/promotion/promotio.html>).

The following approximate timeline refers to the academic year the promotion process is initiated:

### **July:**

The candidate should provide the school director with names, titles, contact information, and short biographies of five people to be considered as external evaluators for his/her promotion/tenure materials. The promotion/tenure process requires three external evaluators; the additional names may be called upon if

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<sup>3</sup> Kansas State University, "University Handbook." Section C: Identity, Employment, Tenure. C92.1. Web. 28 Mar. 2013.

<sup>4</sup> Kansas State University, "University Handbook." Section C: Identity, Employment, Tenure. C73. Web. 28 Mar. 2013.

<sup>5</sup> Ibid., C82.4.

others cannot participate. Generally, the candidate and the school director each select at least one of the external evaluators.<sup>6</sup>

External evaluators should be prominent in the candidate's field(s) and tenured at the promoted rank sought by the candidate. In addition, they should be affiliated with institutions similar to Kansas State University in size, scope, and mission. Faculty members of highly-distinguished programs are looked upon favorably as well.

**August:**

The candidate should have their materials prepared for the external evaluators. Materials should be presented in a form that most effectively communicates his/her work (hard copy, CD/DVD, multimedia, etc.). Only materials representing work since the appointment to his/her current rank at Kansas State University may be considered. Finally, materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours.

The candidate should assemble three copies of their promotion/tenure materials and provide them to the school's administrative officer to send to the external evaluators on the school director's behalf. The faculty member should not contact the external evaluator.

An additional copy of the promotion materials should be provided to the school's administrative officer for review by the tenured faculty at the promoted rank or higher sought by the candidate. This copy may include supplemental details not included in the materials sent to the external evaluators.

**September:**

If not done so already, the candidate submits promotion/tenure materials to the school director.<sup>7</sup> Letters are solicited from external evaluators by the school director.<sup>8</sup>

**October:**

If not available already, the candidate's promotion/tenure materials are made available for review by tenured faculty at the promoted rank or higher sought by the candidate.<sup>9</sup>

At least fourteen days after the candidate's promotion/tenure materials are made available; eligible faculty members from the candidate's program meet to discuss promotion/tenure. This group may ask to meet with the candidate. At the conclusion of the meeting, the faculty members submit their recommendations to the school director.<sup>10</sup>

**November or earlier:**

The school director submits the recommendation and promotion/tenure materials for the dean. The dean forwards the materials and recommendations to the college committee on promotion and tenure. The candidate is forwarded the school director's recommendation.<sup>11</sup>

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<sup>6</sup> Ibid., 112.2.

<sup>7</sup> Kansas State University, "University Handbook." Section C: Identity, Employment, Tenure. C111, C151. Web. 28 Mar. 2013.

<sup>8</sup> Ibid., C112.2, C152.2.

<sup>9</sup> Ibid., C112.1, C152.2.

<sup>10</sup> Ibid., C112.3-4, C152.3-4.

<sup>11</sup> Ibid., C112.5, C152.5.

### **December or earlier:**

The recommendation of the college committee is forwarded to the dean. The recommendations of the dean and the college committee are forwarded to the candidate. After receiving the recommendations, the candidate may withdraw from the promotion/tenure process within seven days.<sup>12</sup>

If the candidate does not withdraw, the dean submits the candidate's promotion materials and recommendation to the Deans Council.<sup>13</sup>

### **January/February or earlier:**

The dean notifies the candidate and school director of the Deans Council recommendation. If the recommendation of the Council differs from the college committee, a written report is submitted to the candidate. The candidate has fourteen days to appeal the result to the provost.

Candidates recommended by the Deans Council are submitted to the provost.<sup>14</sup>

### **March or earlier:**

The provost sends recommendations for promotion and tenure to the president.<sup>15</sup>

The provost informs the candidate of the decision.<sup>16</sup>

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## CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR

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### TEACHING

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Teaching is a fundamental and essential part of university life. It involves communicating knowledge to students and developing the intellectual foundation necessary to prepare students to continue learning independently.

Teaching also involves preparing students for entry into the professional and scholarly disciplines. Effective teaching is based upon sound scholarship and continued intellectual growth. Aspects of teaching, as found in the School of Music, Theatre, and Dance, are multifaceted and multidimensional. Excellent teaching is informed by discoveries made relative to the ongoing scholarship of teaching and learning and should demonstrate a constantly evolving relationship between teacher and student, a process through which both grow and develop.

For the purposes of evaluation, promotion, and tenure, "teaching" includes Kansas State University instruction and both undergraduate and graduate academic advising.

To the extent that it can be measured, students should show evidence of academic, artistic, and professional growth and maturation. Faculty members at Kansas State University are required to use the TEVAL evaluation instrument for every class in which they deliver significant instruction. The TEVAL is designed to measure student perception of teaching and learning. For further information on understanding TEVALS, consult the Center for Teaching and Learning's report "TEVAL: Interpreting Your Report" at the following URL: <http://www.k-state.edu/catl/TEVAL%20INTERPRETIVE%20GUIDE-2012.pdf>

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<sup>12</sup> Ibid., C113.3-4, C153.3-4.

<sup>13</sup> Ibid., C113.3, C15.3.

<sup>14</sup> Kansas State University, "University Handbook." Section C: Identity, Employment, Tenure. C114.1, C154.1. Web. 28 Mar. 2013.

<sup>15</sup> Ibid., C114.4, C154.4.

<sup>16</sup> Ibid., C115, C155.

Student ratings should never be the only source of information about faculty instruction. Materials and information that represent a comprehensive and flexible approach to teaching evaluation are listed in the Merit Salary Portfolio Outline. Additional input may be given by peers, mentors, administrators, and other appropriate judges who can offer useful insights about a faculty member's teaching performance.

Faculty members should, of course, be free to supplement the mandated summative instrument(s) and entirely free to choose those instruments, if any, they use for formative purposes.

The indicators listed below encompass a wide spectrum of teaching activities assessed by students, peers, supervisors, and other appropriate judges. These are some of the indicators of teaching effectiveness that programs may consider.

1. Student ratings from norm-referenced instruments that assess teaching effectiveness rather than popularity and that adjust for such known sources of bias as student motivation and class size.
2. Depth, breadth, and currency of subject matter mastery.
3. Appropriateness of course content.
4. Effective course administration, e.g., maintaining office hours and punctuality in performing teaching-related paper work, such as turning in textbook orders, reporting grades, and filing syllabi.
5. Development of effective courses, preparation of innovative teaching materials or instructional techniques, or creative contributions to a department's instructional program.
6. Assessment by faculty colleagues who are familiar with the teacher's performance or have taught that person's students in subsequent courses.
7. Successful direction of individual student work of high quality, e.g., independent studies, theses or dissertations, and special student projects.
8. Effective and diligent advisement of students in pursuing their academic programs.
9. Successful performance of teaching responsibilities that are unusually demanding or require special expertise or preparation.
10. Versatility in contributing to the department's teaching mission, e.g., effective performance at all levels of instruction appropriate to the department, including membership on the Graduate Faculty and certification to direct dissertations.
11. Special contributions to effective teaching for diverse student populations.
12. Compiled student comments (such as those obtained from program assessments or exit interviews) that address a teacher's abilities to arouse student interest and to stimulate work and achievement by students.
13. Letters of evaluation from former students.
14. Students coming from other schools especially to study with the teacher.
15. Professional publications on the topic of teaching or materials prepared for use in teaching such as textbooks, published lectures, and audio-visual or computerized instructional materials.
16. Presentation of papers on teaching before learned societies.

17. Adoptions of a faculty member's textbooks or other instructional materials, especially repeated adoptions, by reputable institutions.
18. Honors or special recognition for teaching accomplishments.
19. Selection for special teaching activities out-side of the University, especially in international assignments, e.g., Fulbright awards, special lectureships, panel presentations, seminar participation, and international study and development projects .
20. Membership on special bodies concerned with teaching, e.g., accreditation teams and special commissions.
21. Receipt of competitive grants or contracts to fund innovative teaching activities or investigations into effective teaching, especially for a diverse student population.
22. Membership on panels to judge proposals for teaching grants or contracts.
23. Selection for teaching in special honors courses and programs.
24. Special invitations to testify before governmental groups concerned with educational programs.

Further guidance regarding the use of student ratings may be found in section C34.1-C34.5 of the University Handbook: <http://www.k-state.edu/academicpersonnel/fhbook/fhsecc.html>

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## RSCA

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RSCA encompasses a broad spectrum of activities that require critical analysis, investigation, or experimentation. These endeavors are directed toward discovery, interpretation, or application of knowledge and ideas. The results of research, scholarship and other creative activity should be shared with others through publication, performance, or other media appropriate to the discipline. Excellence in research and other creative activities is a primary criterion by which some important constituents (e.g., the national and international scholarly community) judge the stature of a university.

Faculty members within the school are expected to demonstrate a sustained effort in the areas of research, scholarship, creative activity which establish or maintain a strong regional and national reputation.

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## RESEARCH

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Research is divided into two primary categories: *Scholarly* and *Production*.

*Scholarly Research* refers to conducting self-directed research, the ability to demonstrate independent, innovative thought, intellectual growth and refinement, and make articulate, in-depth contributions as an individual author or collaborator. Such research appears in established international, national, and regional journals and/or published by recognized publishers in the field, or other recognized, refereed or peer reviewed outlets.

Scholarly Research may be included in the faculty member's evaluation materials in the year it was accepted or published/presented, but not both.

*Production Research* refers to the unique research in preparation for a performance such as, but not limited to, directing, design, technology, choreography, or musical history. Production Research may include story or art boards, program notes or other clearly utilized source material.

If included, the influence of Production Research on the project should be clarified in the faculty member's Reflective Statement referring to provided supporting material.

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## SCHOLARSHIP

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Scholarship refers to additional sources of funding (both internal and external) sought to enhance the reputation of the artist, collaborators, program, school, or university. In addition, Scholarship may be demonstrated through organizational or collaborative efforts in the creation or development of projects or programs.

Scholarship efforts may be supported with proposals for funding (please differentiate between those applied for and those awarded), founding documents, or significant communications.

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## CREATIVE ACTIVITY

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Creative Activity refers to achievements in performance or production related activities. For the purposes of evaluation, a Creative Activity is defined as a single production, presentation, or achievement, regardless of the number of performances or occurrences.

All creative activity, both on and off campus contributes to a faculty member's development as an artist and will be considered in his/her evaluation.

### *On and Off-Campus Creative Activities*

Creating and participating in reputable on and off-campus presentations is an expectation. The school director, in consultation with tenured faculty members or other discipline-specific advisors, shall evaluate the success of creating and/or maintaining a significant artistic reputation. The significance of each creative achievement may be evaluated according to the international, national, regional, or local reputation of the producing entity/venue and other professional benchmarks such as association with discipline-specific organizations and unions.

Additional creative activities such as presence and presentations at local, regional, national or international conferences, creation and dissemination of pedagogical materials, or professional consulting/adjudicating shall also contribute to the faculty member's evaluation based on the level of participation in conjunction with the activity's significance.

Peer review from visiting professionals or selected outside faculty is encouraged when possible.

When peer reviewers are not available, an individual creative activity may be evaluated with greater significance if the faculty member has accomplished any of the following:

- Secured and utilized funding for a Research/Creative Activity from a source outside of the School of Music, Theatre, and Dance
- Demonstrated student-driven Undergraduate Research and Creative Activity
- Demonstrated student-driven Graduate Research and Creative Activity
- Integrated new techniques or technology resulting from life-long learning/professional development
- Engaged in collaboration between disciplines within the School of Music, Theatre, and Dance
- Engaged in collaboration with disciplines outside the School of Music, Theatre, and Dance
- Other distinguished achievements as determined by the school director

If faculty members believe that either an on-campus or off-campus activity deserves greater merit than outlined above, they may discuss it further in their Reflective Statements for consideration by the Evaluation Committee and school director.

## CROSSOVERS OF CREATIVE ACTIVITY

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All creative activities undertaken by an individual faculty member shall earn merit towards evaluation; however, greater merit shall be given to activities directly related to the subjects or skills of the faculty member's area(s) of instruction.

If a faculty member instructs or serves in multiple performance or production capacities, each shall be considered as valid and equal creative activity.

## PRESENTING EVIDENCE OF CREATIVE ACTIVITY

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Creative Activities may be presented through document(s) that provide evidence of the faculty member's level of participation and contribution to the activity. Such documents may include but are not limited to: playbills/programs, invitation or acceptance letters (personal information and payment details omitted), drawings, renderings, pictures, budgets, recordings, reviews, or scores.

If faculty members believe that specific activities deserve greater merit, they may discuss it further in their Reflective Statements for consideration by tenured faculty members and school director.

## SERVICE

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Service activities enhance the program, school, college, university, community, and/or professional associations as well as the reputation of faculty members through their professional or disciplinary expertise. Successful service leads to the development of a network of contacts that may be called upon to aid in advancing the discipline, faculty, school, or university.

Service is an important aspect of a faculty member's employment and varies widely within, and among, the various programs of the school. It is characterized as follows:

*Directed Service* is explicitly delineated in a faculty member's position description. Directed Service furthers the mission, and is central to the goals and objectives, of the program, school, or university. As a result of its administrative role, directed service often carries course release.

*Non-directed service* typically does not have specific expectations delineated in a job description and therefore encompasses a greater range of activities. All of which do not include course release. Non-directed service may be considered in one or multiple of the following subcategories:

(a) *Non-directed Service to the Institution*: contributions related to program, school, or university as a whole. This may include, but not limited to, all levels of institutional governance, faculty mentoring, student recruiting, or advising student organizations.

(b) *Non directed Service to the Profession*: contributions to the profession beyond the campus.

(c) *Non-directed Service to the Public*: the application and sharing of knowledge and expertise in the faculty member's field to a non-academic audience.

*Civic and Personal service* includes activities associated with being a citizen or member of a non-profession-based community. While these activities represent the interests of the faculty member, they are not applicable to evaluation.

Service may be presented through document(s) that provide evidence of the faculty member's level of participation and contribution to the activity. Such documents may include but are not limited to: letters of appreciation or invitation, relevant newspaper clippings, and event programs.

If a faculty member believes that an activity deserves greater merit, he/she may discuss it further in his/her Reflective Statement for consideration by tenured faculty members and school director.

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## CRITERIA FOR PROMOTION TO FULL PROFESSOR

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Full professor is the highest academic rank at Kansas State University. Standards for achievement and performance are higher for promotion to full professor than to associate professor. *The candidate must adhere to and substantially exceed the requirements for the rank of associate professor.* Evaluation will focus on the complete body of work in teaching, RSCA, and service taking place *after* promotion to associate, particularly activities occurring within the last five years.

It is important that the candidate for full professor work with a faculty mentor who has achieved this rank. This will help the candidate fully understand the expectations and preparation needed.

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### TEACHING

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Documented outcomes of the successful candidate's teaching must demonstrate tangible results at the national or international levels. Results can include student participation, presentation, and/or performance at conferences, competitions, master classes, or workshops. Compelling evidence must show that an impact has been made on the advancement of pedagogical practices in one's area(s) of instruction. TEVAL or other measures of teaching assessment must demonstrate consistency in the high quality of instruction for university courses. A narrative explaining any anomalies in scoring assessment should be provided to the school director at the time of application for full professor. Additional results, such as student professional achievements following degree completion, can be an important indicator of instructional quality. Examples of student accomplishment include professional positions held, evidence of advancement in the field, awards or recognition for exemplary professional work, completion of further advanced degrees, performance awards, and teaching assistantships or fellowships. Evidence of student achievement must show the direct influence of the candidate's teaching in the student's success.

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### RSCA

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The successful candidate is a mature, productive, and well-documented creative scholar on a national or international level. Significant indicators and evidence of accomplishment in the areas of Research, Scholarship, and Creative Activity are considered as follows. Research can include publications such as books or scholarly articles in prominent periodicals in the faculty member's field of expertise; refereed publications given strong preference. Scholarship can include the pursuit of grants, awards, or contracts related to the faculty member's field; strong preference is given to funded projects. Additionally, scholarship projects that are interdisciplinary, collaborative, or engage a national or international audience will have preference. Creative activities evidenced by published reports or reviews are important indicators of career development; preference is given to creative activities documenting an application, review process, or special invitation. For all areas, a steady level of documented activity appropriate to the faculty member's field of expertise is required.

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### SERVICE

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The successful candidate must document service activities in their field and to the professional community outside the university. Examples of professional service that indicate progress toward promotion to full professor include, but are not limited to: serving as a moderator or on a panel at a major conference; serving as a conference or event organizer; chairing or serving on committees for professional organizations; serving at the editorial level for a prominent publication; serving as an officer, on the board of directors, or in some prominent capacity for professional organizations. Within the university, examples of service could include serving on a college or university level committee, serving in the Faculty Senate, service to the KSU Foundation, Alumni Association, Department of Athletics, or serving on a high-level administrative search.

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## PROFESSORIAL PERFORMANCE AWARD

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Professors with a record of exceptional and continued growth and excellence at the professorial level may be considered for the Professorial Performance Award. This honor represents an elite level of achievement among outstanding peers. At a minimum, candidates must meet the following criteria for consideration:

- The candidate must be a full-time professor and have been in rank at Kansas State at least six years since the last promotion or Professorial Performance Award;
- The candidate must show evidence of sustained productivity in at least the last six years before the performance review;
- The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to professor according to current approved school standards.

Further information may be found in the University Handbook, section C49.

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## MERIT SALARY COMMITTEE SELECTION PROCESS

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Each year, the Music Program and the Theatre and Dance Programs (combined) will retain independent Merit Salary Evaluation Committees. Committee membership will comprise faculty of the respective disciplines as specified below.

The Music Program will have a five-member committee to evaluate the annual merit salary files (portfolios) of Music faculty. The membership of this committee will include the following representation of faculty ranks:

1. One tenure-track assistant professor with two years at that rank
2. Associate Professor
3. Full Professor
4. Associate or Full Professor
5. Associate or Full Professor

Additionally, this committee must have both female and male representation. Four members of this committee will be selected by vote of Music Program faculty. The remaining member will be appointed by the school director, to maintain balance in gender and rank representation. Any faculty member elected or appointed to this committee will be exempt from serving on this committee for two years following a year of service thereto.

The Theatre and Dance Programs will have a three-member committee, consisting of two faculty members from the Theatre Program and one from the Dance Program to evaluate the annual merit salary portfolios of Theatre and Dance faculty. Two of the positions, one from each discipline, are elected by the Theatre and Dance faculty, respectively; all tenured faculty members are eligible. The remaining member is appointed by the school director to maintain balance in gender and rank. The appointed member must be at the rank of assistant professor with two or more years at that rank in the school. Any faculty member elected or appointed to this committee will be exempt from serving on this committee for one year following a year of service thereto.

The portfolio of each faculty member will be evaluated by all the members of his or her respective Merit Salary Evaluation Committee, with the following exceptions:

- Committee members do not evaluate themselves;
- Committee members do not evaluate their spouses or domestic partners.

Committee members are to review the one-year goals, activities summary of the same year, five-year goals, vita, load reports for spring and fall semesters of the appropriate year, TEVAL summaries of the same year, and supportive portfolio documents. The school director and committee members evaluate submitted materials based on the goals, the achievement of those goals, and mitigating factors such as load and other variables.

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## FACULTY LOAD PERCENTAGES

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Faculty can and should consult with their respective program directors at any time during the process of determining their load percentages, one and five-year goals for teaching, RSCA, and service. The faculty member and their respective program director can work with the school director to negotiate, clarify, and designate load or goals as they apply to evaluation at any time. Subsequently, faculty who wish to initiate such changes will meet with their respective program directors and the school director to assure that any significant changes will not jeopardize the delivery of the other components of the faculty members' responsibilities.

In terms of load, the total of the three areas must equate to 100% for full time faculty. An example for a first-year faculty member could be: 75% Teaching, 15% Creative/Research, 10% Service; however, it should be noted that there is no "typical" load designation and that faculty must communicate with their respective program directors with the realization that the program and school directors must deliver the curricula and performance obligations of the programs. When instances of ongoing overload are noted, the program directors work together with the school director to find solutions. Communication is necessary throughout the administrative structure of the school to identify resources that can eventually bring overloads in one area back into a better distribution between the three areas of evaluation.

# INSTRUCTIONAL WORKLOAD FORMULA AND ADJUSTMENTS

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## MUSIC

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The Music Program follows National Association of Schools of Music (NASM) guidelines for determining instructional workloads. Guidelines of the NASM Handbook are as follows:

Lecture/Seminar is based on a Full Time Equivalent (FTE) of 12 contact hours/weekly. Private Studio Instruction is based on an FTE of 18 contact hours/weekly. Instructional workloads are calculated on the sum of the prorated categories if professors are active in both lecture/seminar and private studio instruction. The two semesters are averaged to determine the year's load.

It should also be noted that other factors, at the discretion of the school director, are considered in assessing appropriate release time with regard to a faculty member's workload. These factors would include a heavy research/creative activity or service component, chairing a division, having a large number of advisees, and/or serving the department in administrative functions such as lead advisor, chair of graduate studies, or other areas as defined by the school director.

Courses that are taught by more than one faculty member, or courses that use a GTA to teach a percentage of class, will have the FTE reduced accordingly.

NOTE: Kansas State University follows the lecture/seminar format in calculating loads for faculty members assigned to direct major ensembles. The FTE value is based on the number of rehearsal hours. This is significant because the credit hour value of ensemble classes is typically low (usually 1 hour).

Music History/Literature/Theory Load Considerations:

Courses listed in the catalog in the Music History/Literature/Theory area and carrying course numbers of 500 or higher and have an enrollment of ten students or higher will have one hour added to the professor's contact hour total. Music 714 (Orchestration) and 801 (Introduction to Graduate Studies) carry the one-hour bonus with an enrollment of five or higher because they are so time-intensive.

Music 230, 320, and 360 (Theory 2-4) also have one hour added to their contact hours when enrollment reaches ten students or higher.

Professors of any of these courses that have enrollments of thirty students or higher may negotiate an additional contact hour into their load calculation.

## THEATRE AND DANCE

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Faculty at the rank of instructor whose primary responsibility is classroom instruction, in difference to shop supervision or shop management, will be expected to carry a twenty-four hour teaching load per academic year before adjustments.

Instructors whose primary responsibility is shop supervision or shop management are not required to carry a specific teaching load, but are required, in consultation with their immediate supervisor, to work a clear and consistent schedule based on the needs of the program and school.

Faculty at each of the three professorial ranks are expected to carry an eighteen hour teaching load per academic year before adjustments.

The following activities will be considered for reduction of teaching loads:

- Serving in a major capacity on an individual production as a director, designer, technical director, choreographer, production coordinator, or marketing director;
- Administering a major program of the school (program director, managing director of Theatre, coordinator of graduate studies, lead advisor, etc.)

In the absence of multiple qualified instructors in an area of instruction, faculty must attempt to maintain minimum of a 12 credit hour load per academic year, regardless of the number of production capacities or administrative roles.

In some cases this may constitute an overload on the faculty member; however, without the faculty member offering a minimum of two courses each semester in their area of expertise, it is impossible to maintain and grow participation in the area.

Adjustments must be negotiated with the school director and relevant program director. Decisions will be based on the needs of the faculty member relative to the program and school.

## MINIMUM PERFORMANCE STANDARDS

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Members of the School of Music, Theatre, and Dance strive to pursue excellence as creative scholars and instructors. This endeavor necessitates a diversity of responsibilities and duties for each faculty member to the program, school, and university; however, regardless of position or rank, each faculty member is expected to meet the following minimum performance standards in each of the areas of Teaching, RSCA, Service, and Collegiality:

### TEACHING

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- Remaining well versed and current in their area(s) of instruction.
- Being present and punctual for scheduled class meetings; for studio teachers, providing make- up lessons in case of the teacher's absence.
- Providing goals and objectives through syllabi, course overviews, and other handouts.
- Delivering clear and consistent instruction based upon the stated goals and objectives geared to student achievement.
- Being accessible to students to answer questions, provide guidance, and facilitate learning outside of the classroom.

Teaching is central to the mission of the school and is therefore a significant criterion in individual workloads and assignments. Deficiencies in this area could potentially be catastrophic to evaluation. Therefore, special care should be taken to make sure that the load allocations are as accurate as possible.

### RSCA

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- Remaining current in their area(s) of instruction.
- Maintaining appropriate research, scholarship, and creative activity efforts.
- Articulating goals and objectives in accordance with school policy and demonstrating how these goals and objectives have been realized.

### SERVICE

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Faculty members are expected to make contributions in one or more of the following areas of non-directed service: service to the profession, institution, and/or public, as outlined in Reappointment, Promotion, and Tenure Evaluation. Additionally, faculty members must:

- Contribute positively to the program and school by attending faculty meetings.
- Accept appropriate committee assignments.
- Assist with appropriate outreach activities of the department, including recruiting new students.

## COLLEGIALITY

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Faculty members should make a good-faith effort to adhere to the school's Statement of Collegiality.

## CHRONIC LOW ACHIEVEMENT

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If a tenured faculty member's performance does not meet one or more of the school's minimum performance standards, the school director and faculty member in question must discuss and document the circumstances that led to low achievement and develop a personalized plan for improvement. Section C31 of the University Handbook provides further details and procedures regarding chronic low achievement.

## STATEMENT OF COLLEGIALITY

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Faculty members are evaluated on their record of teaching, RSCA, and service. Additionally, they will be evaluated on their ability to participate in the life of the school.

Faculty are expected to:

- Attend and participate in faculty meetings
- Use facilities and resources in a safe and appropriate manner.
- Be available to colleagues and students.
- Be willing to engage in meaningful professional dialogue.
- Respond favorably to reasonable assignments
- Maintain a demeanor that reflects positively upon the school.
- Be respectful of other individuals, divisions, and programs within the school when scheduling events.