

## **DEPARTMENT OF SECONDARY EDUCATION**

### **ANNUAL EVALUATION GUIDELINES**

**(Approved by Faculty Vote on 1/18/07)**

### **PROMOTION AND TENURE GUIDELINES**

**(Approved by Faculty Vote on 1/18/07)**

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES \*(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): **1/2012**

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES\*: **1/2012**

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**Date signed: 1/26/07**

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**Date signed: 1/29/07**

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**Date signed: 1/29/07**

\*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.

# Policy and Procedures Manual\*

## Department of Secondary Education

### *Kansas State University*

Adopted January 2007

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\* Some sections of this Policy and Procedures Manual are from the KSU Department of Educational Leadership and from the Bylaws of the KSU Department of Special Education, Counseling, and Student Affairs (SECSA). When sections are used with permission, then these sections are so noted. The Department gratefully acknowledges this generosity.

## Table of Contents

<b><u>Section A - Department Introduction</u></b> .....	<b>5</b>
1. Brief History	
2. Mission	
<b><u>Section B - Departmental Structure</u></b> .....	<b>7</b>
1. Overview	
2. University	
3. College	
4. Department	
5. Relationship to Other Units	
<b><u>Section C - Departmental Administrative Structure</u></b> .....	<b>9</b>
1. Overview	
2. Chair Definition	
3. Chair Election	
4. Chair Term	
5. Chair Duties	
6. Chair Evaluation	
7. Chair Selection	
7.1 Formal Selection Mechanism Option	
7.2 Internal Selection Procedure	
7.3 Open Search Procedure	
<b><u>Section D – Faculty</u></b> .....	<b>12</b>
1. Introduction	
2. Voting Membership	
3. Term Appointments	
4. Absentee Voting	
5. Proxies	
6. Committee Organization	
7. Faculty Recruitment and Selection	
7.1 Committee Elections and Organization	
7.2 Screening	
7.3 Faculty Recommendations	
8. Reappointment of Tenure-Track Faculty	
9. Mentorship	
10. Reappointment Advisory Committee	
10.1 Committee Responsibilities	
10.2 Faculty Vote	
11. Mid-Tenure Review	
<b><u>Section E – Faculty Evaluation</u></b> .....	<b>16</b>
1. Introduction	
2. General Issues of Faculty Evaluation	

- 3. Commitment to Accountability and Performance Evaluation
- 4. Evaluation Defined
- 5. Evaluation Procedures

**Section F – Merit Evaluation . . . . . 20**

- 1. Introduction
- 2. General Elements
- 3. Procedures
- 4. Evaluation Areas
- 5. Evidence Examples
  - 5.1 Teaching/Supervising/Collaborating/Advising
  - 5.2 Research/Scholarship/Creative Endeavors
  - 5.3 Service
- 6. Faculty Peer Review Option
- 7. Faculty Review of Annual Merit Materials
- 8. Evaluatee Responsibilities
- 9. Evaluator Responsibilities
- 10. Minimum Faculty Performance Standards
  - 10.1 Teaching/Advising/Supervising/Collaborating/Advising
  - 10.2 Research/Scholarship/Creative Endeavors
  - 10.3 Service
  - 10.4 Remediation Plan Procedures

**Section G – Tenure . . . . . 29**

- 1. Standards
- 2. Criteria
- 3. Performance Evidence

**Section H – Promotion . . . . . 31**

- 1. Standards
- 2. Criteria
  - 2.1 Assistant Professor
    - 2.1.1 Teaching/Supervising/Collaborating/Advising
    - 2.1.2 Research/Scholarship/Creative Endeavors
    - 2.1.3 Service
  - 2.2 Associate Professor
    - 2.2.1 Teaching/Supervising/Collaborating/Advising
    - 2.2.2 Research/Scholarship/Creative Endeavors
    - 2.2.3 Service
  - 2.3 Professor
    - 2.3.1 Teaching/Supervising/Collaborating/Advising
    - 2.3.2 Research/Scholarship/Creative Endeavors
    - 2.3.3 Service

**Section I - Professorial Performance Award . . . . . 35**

- 1. Purpose
- 2. Philosophy & Award Eligibility
- 3. Procedures

**Section J . . . . . 37**  
**Budget**

**Appendices . . . . . 38**

**Appendix A: Performance Contract . . . . . 39**

**Appendix B: Load Agreement Form . . . . . 41**

**Appendix C: Merit/Load Evaluation Form . . . . . 44**

## **Section A – Department Introduction**

### **1. Brief History**

The Department of Secondary Education has evolved over the past three decades to accommodate changing curricula and administrative structures. While the primary focus of the department is the preparation of teachers for Secondary schools (grades 6-12), the department provides an administrative structure within which a diverse group of faculty members support the development of both undergraduate and graduate programs, which have evolved over the past two decades. The Department of Curriculum and Instruction was formed in 1980. In 1988 other departments were merged to form the Division of Teacher Education with various discipline-based units. In 1990 the Division was split into discipline-based departments (Department of Educational Technology and Computer Education, Adult and Occupational Education, etc.). In 1993, secondary faculties from the various departments were merged into the Department of Secondary Education. In 2003, the Educational Foundations department dissolved and the Curriculum and Instruction and Policy Studies faculty merged with Secondary Education. As a result, the department houses a diverse faculty who contribute to both undergraduate and graduate education.

### **2. Mission**

The Department takes seriously its mission to prepare knowledgeable, ethical, caring educators for a diverse world. Faculty have a holistic vision, which is reflected in the diversity of assignments and programs. Promotion and tenure standards support accountability, performance evaluation, and diversified staffing. The Merit/Faculty Load Agreement rewards faculty collaboration in course development and other endeavors, as well as more traditional merit awards. The Department also formally implements the College of Education Mentoring program for tenure-track faculty.

The Department has a Memorandum of Agreement with Manhattan-Ogden School District (U.S.D. 383) and Geary County School District (U.S.D. 475). Undergraduate majors offered are Agriculture, Art (K-12), Biological Science, Business, Chemistry, Earth & Space Science, English, English/Journalism, Family and Consumer Science, Mathematics, Modern Languages (K-12), Music (K-12), Physics, Social Studies, and Speech/Drama. English as a Second Language (ESL) and Coaching are offered as additional teaching fields at the undergraduate level. Graduates become teachers in Kansas and other states. At the Graduate level, ESL licensure is offered; a KSU Graduate School Certificate is also offered in Classroom Technology, an online specialty. A joint Elementary-Secondary Graduate Curriculum and Instruction (C. & I.) program offers the master's degree. At the doctoral level, graduate faculty are involved in the C. & I. Ed.D. and Ph.D. C. & I. programs. Graduates seek positions in schools, school districts, educational service centers, community colleges, universities, government agencies, educational associations and consortia, and business. As a result, the Department and its faculty participate in a wide range of undergraduate and graduate Secondary and K-12 programs.

## **Section B - Departmental Structure**

### **1. Overview**

The Department of Secondary Education is governed under the rules and organizational structure laid out by the University, the College of Education and the Department itself. This governance structure shapes the department's relationship to other units, both within the College of Education and throughout the university.

### **2. University**

The Faculty Handbook sets forth the structure of the university, defining the organizational hierarchy and the rules of university operation under the direction of the Kansas Board of Regents, the President, the Provost for Academic Services, and other administrative staff assigned to support roles for these services.

### **3. College**

The Faculty Handbook further identifies the major administrative units of the university as the respective colleges making up the university. The College of Education is under the direction of the Dean of Education, who is charged with operation and development, planning and budgeting, and personnel management and activities of the college.

### **4. Department**

The Faculty Handbook defines the basic administrative unit of the university as the academic department. Each department reports to its respective dean. The Department of Secondary Education is housed in the College of Education and is responsible to the Dean of Education.

(The Secondary Department wishes to thank the Department of Educational Leadership's chair, David Thompson, for allowing use of the delineation of his Department's structure.)

## **5. Relationship to Other Units**

The Department of Secondary Education is one of four departments within the College of Education. The College of Education is one of the nine colleges within Kansas State University. The Department of Secondary Education and its faculty interact with other units in the College of Education and the University as a whole through cases of collaboration, participation in college and university committees, and representation on the College of Education's Administrative Council.

Colleges and departments offering graduate instruction and advanced degrees are subject to the rules and regulations of the Graduate School, which stands apart from the other units in the university. The Department of Secondary Education follows Graduate School rules and regulations pertaining to eligibility for graduate faculty membership and certification to direct doctoral dissertations, as enacted by the Graduate Council and administered by the Graduate Dean.

## **Section C - Departmental Administrative Structure**

### **1. Overview**

The Department of Secondary Education is organized as a single freestanding unit within the College of Education under the leadership of a department chair in concert with full faculty participation.

### **2. Chair Definition**

The position of department chair is one of collegial leadership among peers and faculty liaison to the Dean's office, wherein the chair is elected and is regarded as a faculty member with administrative responsibilities, answerable to the departmental faculty as a whole. This stands in contrast to the department head, who is not elected and is a true administrator within a college. The chairship is based upon the principles of collegiality within the college and the department.

### **3. Chair Election**

The chair shall be elected in a regularly scheduled open meeting of the department or by other open manner as proposed by the Dean of Education or the faculty itself and agreed to by the faculty. Any tenured faculty member whose appointment is in the Department of Secondary Education shall be eligible to serve as chair.

### **4. Chair Term**

Chairs shall be elected for a three-year period. Chairs shall be eligible for coterminous terms without limit.

### **5. Chair Duties**

The chair of the Department of Secondary Education shall take primary leadership for the following:

- Effectively communicating the department's expectations to the Dean and other administrators;
- Making effective administrative decisions in implementing the department's expectations;
- Providing ample opportunities for departmental input in decision-making;
- Taking a primary leadership role in planning and actualizing departmental goals and objectives, while encouraging individual and collective faculty initiative designed to move the department forward;
- Keeping the faculty informed of important extra-departmental events affecting the nature, scope, and direction of goals and outcomes;

- Responding promptly and effectively to faculty concerns by providing proper follow-up and confidentiality;
- Establishing a responsible fiscal plan and securing faculty agreement on budgetary principles and expenditures;
- Providing secretarial and support services that reflect competence, promptness and accuracy in an environment that promotes a professional image for the department;
- Securing and sustaining high levels of faculty confidence regarding chair performance on the traits of trustworthiness, flexibility, fairness, decisiveness, thoughtfulness, organizational effectiveness, and democratic decision making.

## **6. Chair Evaluation**

College procedure mandates that chairs report directly to the Dean of the College of Education. By custom and policy, the Dean evaluates chairs at least every three years and may elect to do so more frequently.

## **7. Chair Selection**

### **7.1 Formal Selection Mechanism Option**

Faculty reserve the right to develop a formal mechanism for evaluating a Chair's performance.

### **7.2 Internal Selection Procedure**

At a time no later than the April department meeting that precedes a June 30 expiration of a Chair's term, the Department shall select its nominee whose name shall be sent to the Dean.

All voting members of the Department, including the incumbent Chair, are eligible to vote and to be selected. After nominations have been made from the floor, voting will be made either by voice acclamation or by secret ballot, as the faculty chooses. If no person receives a majority of the votes, there shall be a runoff ballot between the two persons receiving the greatest number of votes. In the event of a tie the final ballot, both names shall be sent to the Dean as nominees.

If the person(s) nominated is unacceptable to the Dean, then the selection process will be repeated to select a new nominee. If the nominee and the Dean are unable to agree on the conditions, the process will be repeated.

### **7.3 Open Search Procedure**

If a decision is made to have an open search to fill the office of Chair, then a search committee shall be elected as specified in the Faculty recruitment section. The Search Committee shall function as specified in this same section, except that its selection of

candidate(s) to be interviewed will be in consultation with the Dean rather than with the Department Chair, and the Search Committee chair shall convey the Department's recommendation(s) to the Dean.

## **Section D - Faculty**

### **1. Introduction**

Faculty in the Department of Secondary Education take seriously the teaching, research, and service missions of the university. The department follows university and college requirements regarding the appointment of faculty. The department further accepts responsibility to assign faculty load in keeping with departmental needs and after consultation with the Dean.

### **2. Voting Membership**

Faculty are those persons with the rank (probationary or tenured) of instructor, assistant professor, research assistant professor, associate professor, research associate professor, professor, or research professor with some portion of their continuing full-time University appointment as a faculty member within the Department, except that only faculty who are evaluated by the departmental merit process may vote on matters directly related to the merit process.

### **3. Term Appointments**

Term appointments do not have voting privileges. These faculty include, but not be limited to: adjuncts appointees; term appointees as professor, associate professor, assistant professor, research professor, research associate professor, research assistant professor and instructor; assistant instructor, extension assistant, extension associate, research assistant, research associate, graduate assistant, graduate teaching assistant, graduate research assistant) do not have voting privileges.

### **4. Absentee Voting**

If a voting member of the Department or committee thereof anticipates being absent from a meeting at which a specific vote may be taken, the member may, prior to the meeting, deliver to the Chair a written, signed, statement indicating how the specific vote is to be counted. In this case, the Chair shall announce that the member is casting an absentee vote and have it counted by the members who count the votes of those present.

## **5. Proxies**

A voting member of the Department or committee thereof may designate in writing another member of the body as his or her proxy. Such written designation must be delivered to the Chair of the body and announced at the opening of the meeting.

## **6. Committee Organization**

Ad hoc committees (e.g., search committees, etc.) shall be nominated by the Department Chair, with confirmation by the department faculty.

## **7. Faculty Recruitment and Selection**

### **7.1 Committee Election and Organization**

When there is a faculty vacancy to be filled, a five-member Search Committee shall be elected by the Department. One member shall be the College Assistant Dean for Diversity. Whenever possible, the committee should have both a student and partner school representative. The Department Chair (with consent of the faculty) shall select one member of the Search Committee to serve as chair. There shall be no restrictions concerning eligibility to serve on Search Committees. The Committee shall write the job description and assist the department chair in preparing all required Affirmative Action documents.

### **7.2 Screening**

The Search Committee shall conduct the screening and will, in consultation with the Department Chair, recommend candidate(s) to be interviewed on campus. The Chair carries that recommendation to the Dean.

### **7.3 Faculty Recommendations**

Following the interview(s), the Search Committee Chair shall conduct an internal balloting of committee members and solicit written commentary by eligible voting members of the department. Written commentary shall be conducted separately for each candidate to determine his or her acceptability for employment and as a cross check of committee rankings. The Search Committee Chair will call a meeting of eligible faculty, make recommendations, and call for a vote (which may be secret at the discretion of the voting faculty). This vote shall only take place after the Search Committee has made its recommendation(s) and after a reasonable time for discussion of candidate qualifications. Although all voting members of the Department are eligible to participate in this discussion, voting is restricted to faculty who have tenure and who have a rank equal to or higher than the one to be offered. A vote shall be conducted for each candidate separately to determine his or her acceptability for employment.

If the Department Chair is willing to support the Department faculty's

recommendation(s), then the Chair shall convey the recommendation(s) to the Dean. If the Chair cannot support the recommendation(s), then the Chair will so notify the Department and it shall elect a spokesperson to convey and explain its position(s) to the Dean.

## **8. Reappointment of Tenure-Track Faculty**

The responsibilities of the candidate include submitting the most current version of her/his curriculum vitae and a copy of her/his TEVAL scores for every assigned course each academic year during the probationary period (Note: Summer course TEVALS are optional). In the event that the candidate uses an alternative form for student course evaluation, those evaluations may be submitted with summary data or narrative in supplement to but not as a replacement for TEVAL scores.

## **9. Mentorship**

The College of Education has a Mentorship Committee for tenure-track faculty. The Department of Secondary Education takes seriously its responsibility to provide effective mentorship to new faculty members.

## **10. Reappointment Advisory Committee**

A Reappointment Advisory Committee is organized by the Department Chair in the probationary faculty member's first year. The committee consists of three members:

- One tenured faculty member in the department chosen by the Department Chair
- Another tenured faculty member in Secondary Education or in another College of Education Department selected by the candidate (in consultation with the Department Chair)
- The third member, who is the Department Chair

### **10.1 Committee Responsibilities**

- Serving as a mentoring committee for the candidate in the department.
- Advising the candidate regarding the quality of the candidate's progress toward meeting the standards for reappointment.
- Annually reviewing the candidate's materials that show the progress of the candidate in the areas of teaching, research, and service. Individuals serving on the Advisory Committee are encouraged to share individual commentary with the candidate.
- Making a recommendation for either reappointment (or a notice of non-reappointment) at the faculty meeting in November each calendar year for the 2<sup>nd</sup> through 5<sup>th</sup> years of the candidate's probationary period. First year faculty are reviewed and a recommendation tendered at the faculty meeting in February consistent with university policy.

## **10.2 Faculty Vote**

The eligible departmental faculty vote whether or not to support the committee's recommendation. Department Chair will write a recommendation letter summarizing the departmental decision regarding the candidate to the Dean and provide the candidate a copy of the letter.

## **11. Mid-Tenure Review**

Mid-tenure review is an accepted Kansas State University policy. This review occurs after the second year of service. The "Guidelines for the Organization and Format of Mid-Tenure Review Documentation" can be found on the Academic Services website.

## Section E – Faculty Evaluation

### 1. Introduction

The Department of Secondary Education at Kansas State University recognizes and supports the purpose and goals of evaluating performance of faculty. The faculty further recognizes and supports the legitimacy of the traditional evaluation areas of Research, Teaching, and Service. However, the faculty broadens the scope of acceptable research in line with that defined in 1990 by Boyer in *Scholarship Reconsidered*.

“...the most important obligation now confronting the nation’s colleges and universities is to....recognize the full range of faculty talent and the great diversity of functions higher education must perform” (p. xii).

“Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice and communicating one’s knowledge effectively to students” (p. 16).

“Here, then, is our conclusion. What we urgently need today is a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching” (p. 24).

These are the principles reflected in our mission statement: Developing educators who are knowledgeable, ethical, caring, decision-makers in a diverse world. This department acknowledges that faculty are motivated to do things that earn rewards. The department is committed to the concept that faculty members will strive for excellence and will enhance productivity through a three-step process of:

- faculty goal setting
- performance evaluation, and
- performance reward

In its efforts to create and maintain a quality department and to motivate faculty members to be more effective teachers, more productive scholars, more committed to department goals -- including service to the state, region, and nation -- and more willing to accept their share of departmental work (e.g., to serve on committees and advise students), the department is guided by the policies and procedures stipulated in the *Faculty Handbook* and by the guidelines of the Office of the Provost as found in the document entitled *Effective Faculty Evaluation: Annual Salary Adjustments, Tenure, and Promotion*, commonly known as “The Blue Book.”

With respect to tenure, we are guided by the general principles of excellence and versatility in appropriate academic endeavors and in service to one or more of the

University's various missions of teaching, research, and service. In tenure recommendations, our obligation -- of stewardship to students, consumers of research, the community of scholars, and other University constituents -- is to have the best faculty possible. It is appropriate to ask, "Would the University likely do better if it denied tenure to this person and tried to get a better person for the job?" Tenure decisions are based on demonstrated individual excellence in terms of the three areas of teaching, research/other creative endeavors, and service.

## **2. General Issues of Faculty Evaluation**

The purpose of faculty evaluation is to serve the dual function of: (1) enabling the department, college and University to make personnel decisions concerning annual merit salary, reappointment, tenure, and promotion, and (2) aiding faculty development. A fundamental function of assessments of faculty performance is to produce judgments on the effectiveness of the performance and to help assure that personnel decisions are both reasonable and defensible. It also is clearly understood that faculty renewal, development, and improvement are of critical importance to the University in its pursuit of excellence.

## **3. Commitment to Accountability and Performance Evaluation**

The Department of Secondary Education accepts and validates the concept of accountability and performance evaluation. A revised policy on evaluation procedures was adopted pursuant to University and college directives.

## **4. Evaluation Defined**

Evaluation is defined in the Department of Secondary Education as comprising a set of activities engaged by the department leading to assessment of the performance of individual faculty against the goals and outcomes set out for each individual within the categories of teaching, research, and service. Evaluation in this department is accomplished by Department Chair review.

## **5. Evaluation Procedures**

The evaluation procedures in the Department of Secondary Education are as follows:

- In January each faculty member who holds five-tenths time or more within the Department and whose salary recommendation originates within the Department will be evaluated on her or his performance during the prior calendar year. Faculty are required by the University to be evaluated for two purposes--annual evaluation of productivity and merit rating for salary increases.
- The Chair normally will not be included in faculty evaluation procedures because that merit salary recommendation originates with the Dean. However, a Chair

leaving the chair role during the current evaluation year will be included in faculty evaluation.

- The faculty will decide, by simple majority of those voting at the last faculty meeting of the fall semester, whether or not to engage in peer review or review by Chair only that year. Should the faculty choose not to conduct peer review, the Chair will evaluate and rate faculty without formal input from the faculty, but in accordance with the criteria, considerations, and processes included in this policy handbook.
- All faculty in the department shall be evaluated annually for merit purposes.
- The evaluation period shall cover the period January through December.
- Evaluation is accomplished by a Department Chair review. Faculty have the right to examine documentation at this level.
- Performance contracts shall be negotiated between each faculty member and the Department Chair.
- Evaluation shall be primarily based upon goals and outcomes drawn in the written performance contract.
- Each faculty member shall have the opportunity to review the material(s) submitted by peer faculty. Each faculty member has the option to provide written comment to the Chair concerning any or all peers, addressing any one to all three areas of research, teaching, and service. Each written assessment performed by the Chair shall include a ranking of all faculty in the pool according to the following criteria: exceeds standards; meets standards; fails to meet standards/but meets minimum standards; and fails to meet minimum standards.
- The Chair will take the confidential peer statements and rankings and combine them into a merit letter addressed to each individual faculty member. Each individual's final merit rating will be based on the faculty member's performance contract which sets out the amount of time (reflected in percentages) each person has devoted to approved projects.
- The Chair will then secure the agreement of each faculty member that the results of merit rankings have been communicated to that faculty member, with appropriate documentation, which indicates neither agreement nor disagreement with the contents of the evaluation. The Chair will also convey the same to the Dean.

## Section F – Merit Evaluation

### 1. Introduction

The Department of Secondary Education at Kansas State University recognizes and supports the purpose and goals of evaluating performance of faculty. Differentiated staffing is seen as a fulcrum of our approach to merit evaluation, thereby providing a more holistic strategy for envisioning the mission and work of the Department. The faculty further recognizes and supports the legitimacy of the traditional evaluation areas of Research, Teaching, and Service. The faculty further commends and supports the process of Department Chair evaluation with a peer review component.

### 2. General Elements

Faculty in the Department of Secondary Education will engage in review by the Department Chair on an annual basis according to time lines set forth by the university and college. As adopted in this department, evaluation will encompass the period January through December.

The Department Chair of Secondary Education will base his/her evaluation of faculty on performance contracts and load agreements prepared in advance of the evaluation period. A “performance contract” is defined as an agreement between relevant parties, outlining the goals and performance that the evaluatee intends to accomplish during the evaluation period. A “load agreement” is defined as an agreement between relevant parties, outlining the load that the evaluatee intends to accomplish during the evaluation period. Performance contracts and load agreements will be individualized for each faculty member showing the percentage of time assigned to the areas of *research, teaching, and service* and showing the expected performance outcomes of work in each area. Such contracts shall be collaboratively established between the faculty and the Department Chair. However, the Dean of Education shall make the final decision on assignment of each individual’s time after taking into consideration the recommendation of the faculty and Department Chair.

The faculty performance contract/merit year shall be January 1<sup>st</sup> through December 31<sup>st</sup> of each year.

The faculty and chair of the Department of Secondary Education will satisfy the evaluation tasks according to the following dates: (a) performance contracts shall be prepared and forwarded to the Department Chair by January 31 of each year for the upcoming evaluation period; (b) individual evaluation of the prior year’s performance materials shall be transmitted to the chair by January 15 of each year; (c) the Department Chair shall transmit evaluation letters to faculty and provide opportunity for formal discussion with each evaluatee by February 1 of each year; and the Department Chair shall meet all college deadlines established by the Dean’s Office.

After the Department Chair has evaluated all merit materials, the faculty load/performance contract criteria, merit book/folder, and Department Chair merit designation shall be placed in the Department office and made available for faculty review for the previous evaluation period. The letter, which the Department Chair sends to each faculty member, shall not be part of these materials, since they are confidential. However, should a faculty member have questions about merit, then that faculty member may meet with the Department Chair discuss merit designations.

Faculty in the Department of Secondary Education have the opportunity and are encouraged to review faculty productivity in the area of *Teaching* as defined by evidence submitted by each faculty member, including student evaluations for classes taught and data on advisement responsibilities as specified in the individual's performance contract. Actual materials to be submitted shall be identified in individual performance contracts.

Faculty in the Department of Secondary Education have the opportunity and are encouraged to review faculty productivity in the area of *Research* as defined by evidence submitted by each faculty member on publications and other research activities as specified in the individual's performance contract. Actual materials to be submitted shall be identified in individual performance contracts.

Faculty in the Department of Secondary Education have the opportunity and are encouraged to review faculty productivity in the area of *Service* as defined by evidence submitted by each faculty member on service to international, national, state and local and university constituencies as specified in the individual's performance contract. Actual materials to be submitted shall be identified in individual performance contracts.

### 3. Procedures

In keeping with university and college time lines, each faculty member shall submit for peer review collections of materials addressing the areas of *Research*, *Teaching*, and *Service* (Appendix A).

Material collections in the area of *Teaching* shall include formal assessments of teaching skills such as TEVAL, any other solicited student evaluation independently derived by the faculty member or developed by the Department, and a record of student advisement responsibilities. Actual materials to be submitted shall be identified in individual faculty load/performance contracts. The evaluatee shall submit an accompanying narrative description of the relationship between any documentation supplied and his/her performance contract.

Material collections in the area of *Research* shall include all such refereed and practitioner publications as the evaluatee shall choose to submit and may include non-print publications. Grant activity shall fall under this category. Actual materials to be submitted shall be identified in individual performance contracts. The evaluatee shall submit a narrative description of the relationship between any documentation supplied and his/her faculty load/performance contract in the research/scholarship/creative endeavors.

Material collections in the area of *Service* shall include all such documentation regarding local, state, regional, national and international service as the evaluatee shall choose to submit and may include consulting activities bringing recognition to the department and/or the university. Actual materials to be submitted shall be identified in individual faculty load/performance contracts. The evaluatee shall submit an accompanying narrative description of the relationship between any documentation supplied and his/her performance contract.

### 4. Evaluation Areas

Teaching and Advising  
Research and Creative Endeavors  
Service  
Academic Citizenship (always 5%)

## **5. Evidence Examples**

### **5.1 Teaching and Advising**

- Student evaluations
- Awards/recognition
- Peer review
- Other student feedback
- Curricular innovations/new text/inclusion of technology
- Team teaching
- Advising evaluations/feedback
- Advising documentation
- International teaching
- Professional development opportunities
- Quality of theses/dissertations

### **5.2 Research/Scholarship/Creative Endeavors**

- Publications in refereed journals
- Publications in nonrefereed journals
- Books/book chapters
- Monographs
- Book reviews
- External funding/grant proposals (funded and not funded)
- Conference presentations/attendance
- Serving on editorial boards for refereed journals
- Product development, such as cd's, dvd's, podcasts, etc.
- Book revision
- Editing a journal or book
- Research awards, recognition, or other products
- Websites
- Curriculum development other than that which is assigned
- Refereed journal editorships

### **5.3 Service**

- Membership on national or regional committees
- Membership on university committees
- Membership on college committees
- Chairship of committees at any level
- Participation in the mentor program
- Participation in the honors student program
- Supporting department activities and goals
- Advising student organizations

- Recruiting efforts for department
- Service to the public/community
- Mentoring
- Faculty senate
- Service in international, national, regional, and state organizations
- Inservice or workshop presentations
- Consultations
- Membership on an accreditation team

## **6. Faculty Peer Review Option**

Each year the faculty have the option of evaluation by the Department Chair or a faculty panel. Should the faculty choose evaluation by a panel, then the panel will abide by all university, college, and departmental guidelines, timelines, and procedures. In the event that faculty vote to have peer review by must be cognizant of differential percentage assignment of time per individual. The panel will consist of a full professor, associate professor and assistant professor. Merit recommendations will be conveyed to the Department Chair in writing, though ranking and salary recommendations will not be part of these recommendations.

## **7. Faculty Review of Annual Merit Materials**

After merit has been awarded, faculty material collections may be reviewed by all tenure track faculty, assessing documentation submitted against the individual's faculty load/performance contract criteria. The Department Chair will place all eligible merit materials in the Secondary Education office for no more than one week to allow faculty to examine others' materials.

Individual faculty members' evaluation letters shall remain confidential between the Department Chair and the evaluatee, except where the same are required to be submitted to administrators in the college and university or when otherwise compelled by force of law.

This policy shall be effective as of the date printed on the cover page of this manual and shall be reviewed by the faculty as a whole not more than five years from the date of first adoption and reviewed on the same basis thereafter.

All other applicable university and college policies shall be observed.

## **8. Evaluatee Responsibilities**

Each faculty member shall meet with the Department Chair annually for the purpose of constructing a faculty load/performance contract agreement for the upcoming year (Appendix B).

Upon receipt of annual written evaluations, each evaluatee shall sign an acknowledgment indicating that an opportunity was provided to discuss and review with the Department Chair any relative merit ranking. The evaluatee shall respond in writing, if desired, within seven working days regarding any disagreement with the evaluation.

## **9. Evaluator Responsibilities**

By February 1st of each year, the Department Chair will prepare a written evaluation for each faculty member according to the procedures described above. The evaluation shall identify the basis for any numeric quantification of performance, and the evaluation shall summarize achievements on which assessment and/or quantification is based.

The Department Chair, in making a summative evaluation, shall take into account the percentage of time identified in each faculty load/performance contract and weigh the total evaluation by those same percentages so that a person's evaluation shall be weighted by area of responsibility in direct relationship the percentage of time assigned to each function.

The Department Chair shall provide an opportunity for each evaluatee to discuss his/her evaluation in person, secure signatures indicating the same, and allow for disagreement within the same seven days required by the university.

The Department Chair shall forward to the appropriate college administrator copies of the following items: (a) the evaluation policy as adopted by the faculty; (b) written evaluation of each faculty member identical to the copy given to the evaluatee; (c) recommendation on salary adjustment consistent with other provisions in this policy; and (d) any responses by the evaluatee to the evaluation.

## **10. Minimum Faculty Performance Standards**

This section of the document was prepared in order to comply with requirements C31.5 - C31.8 as described in the KSU *Faculty Handbook*.

For the purpose of annual review of faculty performance, the department uses a qualitative rating scale. Levels of individual faculty performance are assessed by the Chair. Individual ratings are assessed and independently reported for the categories of teaching/advising, research/scholarship, and service/professional; an Overall Performance Rating is also reported both to the Dean and to individual faculty. The rating scale is comprised by the following levels:

- Exceeds Expectations (EE)
- Meets Expectations (ME)
- Fails to Meets Expectations, but Meets Minimum Standards (FME-MMS)
- Fails to Meet Minimum Standards (FMMS)

The following criteria represent **Minimum Standards**:

### **10.1 Teaching and Advising**

- Meets all assigned classes for the scheduled number of contact hours.
- Posts office hours and is generally available during them.
- Provides evidence through syllabi and class assignments of currency in the subject field
- Provides acceptable advising to students (both in substance and attitude)
- Provides evidence of course evaluation as suggested by departmental protocol (see annual review reporting forms)

### **10.2 Research/Scholarship/Creative Endeavors**

- Demonstrates familiarity with recent research/scholarship in the field through course syllabi
- Demonstrates appropriate contribution of research and scholarly publications to acceptable journals and/or creates original products

### **10.3 Service**

- Provides evidence of active contribution to appropriate professional associations at national, regional, state, and/or local levels
- Provides evidence of establishing a positive and proactive collaborative relationship with colleagues (this would extend to mentoring more novice KSU colleagues)
- Contributes to the curriculum development process of the Department
- Contributes to departmental curricular goals through attendance and participation in departmental meetings
- Makes appropriate contributions to assigned departmental committees

If a faculty member “Fails to Meet Minimum Standards” (FMMS) in even one area of critical importance to the department’s mission then that faculty member may receive an overall rating of “Fails to Meet Minimum Standards” (FMMS). This is true even in the event that the percentage assigned to the faculty member represents less than 50% of that faculty member’s overall load allocation.

### **10.4 Remediation Plan Procedures**

In the event that a faculty member receives (as a result of the annual review process) an Overall Performance Rating of “Fails to Meets Minimum Standards” (FMMS), the following steps shall be taken:

- a) In addition to the annual review letter identifying performance deficiencies, the Chair will propose a plan of action (in writing) to remediate the deficiencies.

- b) A committee of four full-time, tenure track faculty, at least one of whom should be a full professor, will be elected by the Department. Three members of the committee will serve for each case to review the plan of action. Representatives will be elected in the fall semester and can be re-elected. This committee will advise the Chair on the plan of action in a written report. The committee will transmit its confidential recommendations to the Chair within no more than ten (10) working days of the date of its appointment. The Chair, after receiving the recommendations of the report, will then send the annual review letter to the faculty member with the accompanying proposed remediation plan.
- c) If the faculty member wishes to make a counter proposal to the Chair, then he/she must provide this proposal within five (5) working days of the original meeting with the Chair.
- d) The Chair has five (5) working days to respond to the counter proposal. The Chair has the responsibility to accept the counter proposal or to send both the original and counter proposals to the Dean for resolution. The Chair will then initiate a meeting between the Dean, Chair, and faculty member to resolve the discrepancies. A final plan of action will be drafted and agreed upon.
- e) Periodic follow-up meetings will be initiated by the Chair to monitor the faculty member's progress in implementing the agreed upon plan of action.
- f) If the plan is not completed, resulting in a second consecutive year of FMMS, the faculty member, Chair, and Dean will meet to consider further remediation steps to bring the performance of the faculty member up to departmental minimum standards. Failure to meet the second year plan will result in the consideration of "dismissal for cause" at the discretion of the Dean of the College of Education (see sections C31.5 - C31.8 of the ***Faculty Handbook***).

## **Section G –Tenure**

### **1 Standards**

The following criteria, standards, and guidelines have been mutually approved by the faculty members in the Department of Secondary Education.

### **2. Criteria**

This department recognizes that tenure is not a right accorded to every faculty member, nor is it granted simply as a result of a candidate's routinely meeting assigned duties with a record free of notable deficiencies. It is conferred.

Because there can be no simple list of accomplishments that, when achieved, guarantees that a faculty member will obtain tenure, this department has established the following guidelines to ensure that any candidate recommended for promotion or tenure has demonstrated that he or she has made outstanding contributions appropriate to the needs of this department.

Excellence, department mission, and versatility are necessary elements of this department's criteria. Excellence is measured against the accepted standards of the profession; the department mission has been determined by the faculty and published as a mission statement; and versatility is the ability to function well across the three major areas of work (e.g., teaching, research/other creative endeavors, and service) as well as in a variety of settings within one or more areas.

A faculty member will be recommended for tenure only when he or she has met or exceeded standards for his or her respective academic rank. Standards will be developed annually through a peer review process for determining performance contracts and evaluating performance for merit. For purposes of definition, the criteria of "meets standards" is synonymous with the provisions of the annual individual performance contract.

### **3. Performance Evidence**

A candidate for tenure must during the probationary period receive performance evaluations which:

- Provide evidence and capacity as reflected by consistently meeting performance objectives and goals as developed and agreed upon by the department chair and/or faculty.
- Indicate meeting or exceeding expectations as documented in the annual merit document.

## Section H – Promotion

### 1. Standards

Faculty members may expect to advance through the academic ranks on the basis of demonstrated individual merit in relation to their association with the University's mission and with their own disciplines. Each higher rank demands a higher level of accomplishment.

Promotion is based upon an individual's achievements related to the specific job description, standards, and guidelines developed by departmental faculty members in consultation with the department chair.

Promotion to Assistant Professor reflects an acceptable level of achievement and potential for excellence. Promotion to Associate Professor rests on substantial professional contributions that reflect excellence in teaching, research or other creative endeavor, or directed service. Promotion to Professor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies.

Successful candidates for promotion will demonstrate superior professional accomplishment and excellence in the performance of their directed service. Assessment of a faculty member's performance upon which a recommendation regarding promotion will be based must reflect the professional expectations conveyed during annual evaluations.

### 2. Criteria

At the time of the promotion recommendation, the following criteria should be considered.

#### 2.1 Assistant Professor

##### 2.1.1 Teaching

- Meets all assigned classes for the scheduled number of contact hours.
- Posts office hours and is generally available during them.
- Provides evidence through syllabi and class assignments of currency in the subject field.
- Provides acceptable advising to students (both in substance and attitude).
- Provides evidence of course evaluation as suggested by departmental protocol (**minimally includes TEVALS for all assigned academic year courses**).
- Demonstrates progress toward graduate faculty membership.

##### 2.1.2 Research/Scholarship

- Demonstrates familiarity with recent research/scholarship in the field through course syllabi.
- Demonstrates appropriate contribution of research and scholarly publications to acceptable journals and/or creates original products.
- Provides evidence through syllabi, class assignments, and other materials of currency in research related to the teaching field.

### **2.1.3 Service**

- Attends local, state, regional, national, or international meetings.
- Contributes to the curriculum development process of the Department.
- Contributes to departmental curricular goals through attendance and participation in departmental meetings.
- Makes appropriate contribution to assigned departmental committees.

## **2.2 Associate Professor**

### **2.2.1 Teaching**

- Meets all assigned classes for the scheduled number of contact hours.
- Posts office hours and is generally available during them.
- Provides evidence through syllabi and class assignments of currency in the subject field.
- Provides acceptable advising to students (both in substance and attitude).
- Provides evidence of course evaluation as suggested by departmental protocol **(minimally includes TEVALS for all assigned academic year courses)**.
- Achieves graduate faculty full certification.
- Serves as an effective member on masters and doctoral committees.
- Serves as an effective advisor for students.

### **2.2.2 Research/Scholarship**

- Demonstrates familiarity with recent research/scholarship in the field through course syllabi.
- Demonstrates appropriate contribution of research and scholarly publications to acceptable journals and/or creates original products.
- Provides evidence of successful involvement in scholarship and research/creative endeavors (e.g., refereed publications, funded grants, product development, etc.).

### **2.2.3 Service**

- Provides service to local, state, regional, national, or international constituencies.
- Attends local, state, regional, national, or international meetings.
- Contributes to the curriculum development process of the Department.

- Contributes to departmental curricular goals through attendance and participation in departmental meetings.
- Makes appropriate contribution to assigned departmental committees.

## **2.3 Professor**

### **2.3.1 Teaching**

- Meets all assigned classes for the scheduled number of contact hours.
- Posts office hours and is generally available during them.
- Provides evidence through syllabi and class assignments of currency in the subject field.
- Provides acceptable advising to students (both in substance and attitude).
- Provides evidence of course evaluation as suggested by departmental protocol **(minimally includes TEVALS for all assigned academic year courses)**.
- Maintains graduate faculty full certification status.
- Serves as an effective member on masters and doctoral committees.
- Serves as an effective advisor for students.

### **2.3.2 Research/Scholarship**

- Demonstrates evidence of substantial contributions to scholarship and research endeavors.
- Demonstrates familiarity with recent research/scholarship in the field through course syllabi.
- Demonstrates appropriate contribution of research and scholarly publications to acceptable journals and/or creates original products.
- Provides evidence of successful involvement in scholarship and research/creative endeavors (e.g., refereed publications, funded grants, product development, etc.).

### **2.3.3. Service**

- Provides evidence of substantial contribution to appropriate professional associations at the local, state, regional, national, or international level.
- Contributes to the curriculum development process of the Department.
- Contributes to departmental curricular goals through attendance and participation in departmental meetings.
- Makes appropriate contribution to assigned departmental committees
- Positively mentors junior colleagues.

## Section I – Professorial Performance Award

### 1. Purpose

The policies and procedures that appear below delineate the manner in which candidates in the Department of Secondary Education are recommended for the Professorial Performance Award. The policies and procedures are governed by the University Handbook (Sections C49.1 through C49.14) and conform to the guidelines issued by the Office of the Provost on February 15, 2006.

### 2. Philosophy & Award Eligibility

“The Professorial Performance Award is not a right accorded to every faculty member at the rank of Professor. Nor is it granted simply as a result of a candidate’s routinely meeting assigned duties with a record free of notable deficiencies” (University Handbook, C49.1). The award should be based on “the attainment of excellence in the assigned duties of the faculty member and recognition of excellence by all appropriate constituencies” (see C120.2).

Department of Secondary Education faculty fully support this concept. Eligibility criteria for this award include the following:

- The candidate must be a full-time professor and have been in rank 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; and
- The candidate’s productivity and performance must be of a quality comparable to that which would merit promotion to professor according to “current” approved departmental standards (See Standards for Promotion & Tenure document for Secondary Education, sections 10.0-10.3).

### 3. Procedures

The candidate shall inform the department chair in writing of her/his intention to apply for the Professorial Performance Award and shall submit “... a file that documents her or his professional accomplishments for at least six years in accordance with the criteria, standards, and guidelines established by the department” (C49.5). Upon receipt of such a request and appropriate supporting documentation, the Chair shall notify all eligible voting members of the department faculty. The department defines eligibility, for purposes of the Professional Performance Award, as those persons who presently hold the rank of Professor and whose academic appointment is in Secondary Education. The Chair shall then make the candidate’s materials available for review and obtain a vote concerning the merit of the candidate’s petition for award consideration. The vote shall occur by dated ballot showing the signature of each eligible voting member indicating **Yes/No/Abstain**. When voting has been completed, the Chair will construct a summary ballot representing the vote of the eligible faculty.

Additionally, this summary ballot will contain a signature line for **Yes/No** for the department chair's recommendation (note: the Chair may not abstain). A simple majority vote by the eligible faculty shall be sufficient to advance the candidate for consideration by the department chair.

If the department chair is willing to support the faculty's affirmative recommendation, the chair shall affirmatively sign and transmit the ballot to the Dean of the College of Education and shall confirm transmission of the signed ballot through a letter simultaneously sent to both the Dean of the College and the award candidate. If the Chair cannot support the faculty's affirmative recommendation, he/she will notify the voting faculty and the candidate in writing of the decision. The voting faculty shall have the option to elect a spokesperson to convey and explain the majority position to the Dean of the College. If the eligible voting faculty cannot recommend the candidate, the chair will inform the applicant in writing and the process for seeking recourse as described in the University Handbook will be followed [C49.9-C49.11].

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Notes: The Department of Secondary Education acknowledges the important consultative role of the Department of Educational Leadership (Chair: Dr. David Thompson) in creating this document. Words and/or phrases identical to those appearing in Educational Leadership's documents are used with permission.

## **Section J - Budget**

Faculty reserve the right to request a meeting with the Chair for the purpose of making allocation recommendations concerning the departmental budget issues.

# **Appendices**

# **Appendix A**

## **Performance Contract**

**DEPARTMENT OF SECONDARY EDUCATION**  
**Performance Contract**

**Name** \_\_\_\_\_

**Rank** (Full Professor/Associate/Assistant/Instructor/Other)

**Responsibility                      Percentage of Time (Not Less Than 10% For Each Area)**

**A.      Teaching/Supervising/Collaborating/Advising**

(See Section F.5.1 of Secondary Education Policy Handbook)

<b>Spring</b>			<b>Fall</b>		
<b>Courses/Supervision</b>			<b>Courses/Supervision</b>		
<b>Course #</b>	<b>Title of Course</b>	<b>Hrs.</b>	<b>Course #</b>	<b>Title of Course</b>	<b>Hrs.</b>

**Student Advising**

**Undergraduate** \_\_\_\_\_  
**M.S.** \_\_\_\_\_  
**Ed.D. and Ph.D.** \_\_\_\_\_

**Collaboration**

**B.      Research/Scholarship/Creative Endeavors**

(See Section F.5.2 of Secondary Education Policy Handbook)

**C.      Service**

(See Section F.5.3 of Secondary Education Policy Handbook)

**TOTAL                      100%**

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Above is an estimate of the annual goals established jointly by the faculty member and Department Chair. It can be modified in response to changes in course offerings, grants funded, etc.

<b>Faculty Member Signature</b>	<b>Date</b>
<b>Department Chair Signature</b>	<b>Date</b>

## **Appendix B**

# **Load Agreement**

**DEPARTMENT OF SECONDARY EDUCATION**  
**Load Agreement**

**Statement of Goals/Objectives/Outcomes for the Year:**

**A. Teaching/Supervising/Collaborating/Advising**

(See Section F.5.1 of Secondary Education Policy Handbook)

**B. Research/Scholarship/Creative Endeavors**

(See Section F.5.2 of Secondary Education Policy Handbook)

**C. Service**

(See Section F.5.3 of Secondary Education Policy Handbook)

## **Appendix C**

### **Merit/Load Evaluation Form**



**Fall Semester Schedule**

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<b>Course #</b>	<b>Title</b>	<b>Location</b>	<b>Credit</b>	<b>Time Enrollment</b>
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				<b>Totals</b>
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**Special assignments in lieu of a full teaching load:**

**2. Furnish the information for each of the following teaching responsibilities.**

**a. Independent Study**

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<b>Course #</b>	<b>Title</b>	<b>Location of Class</b>	<b>Last Name of Students</b>
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**b. Student Teaching**

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<b>Course #</b>	<b>Student's Last Name</b>	<b>Location of Field Experience</b>	<b>Full/Shared</b>
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**c. Practicum**

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<b>Course # Students</b>	<b>Title</b>	<b>Location of Class</b>	<b>Last Name of</b>
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**d. Internships**

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<b>Course # Students</b>	<b>Title</b>	<b>Location of Class</b>	<b>Last Name of</b>
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**TEVAL AND OTHER TEACHING EVALUATION FORMS SHOULD BE ATTACHED.**

**B. ADVISEMENT**

**1. Undergraduate - (Spring semester list of enrolled students only)**

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<b>Number</b>	<b>Area(s)</b>
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**2. Graduate - (only those who are completed)**  
**Completion Dates - December, March, May, August, and October, from graduation list**

**M.S. Non-thesis**

<b>Name</b>	<b>Area</b>	<b>Name</b>	<b>Area</b>
-------------	-------------	-------------	-------------

**Master's Committee  
Name**

**Name**

**M.S. Thesis**

<b>Name</b>	<b>Area</b>	<b>Name</b>	<b>Area</b>
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**Master's Committees**

**Name**

**Name**

**Doctoral Advisor (Successful completion of preliminary examination during calendar year)**

**Name**

**Name**

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**Doctoral Advisor (Successful defense of dissertation during calendar year)**

**Name**

**Name**

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**Doctoral Committee (Successful completion of preliminary examination during calendar year)**

**Name**

**Name**

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**Doctoral Committee (Successful defense of dissertation during calendar year)**

**Name**

**Name**

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**C. UNIVERSITY SERVICE**

**Committee Membership**

**Name of Committee      Level\*      Hours in Attendance**

**Committee Chairperson**

**Name of Committee      Level\*      Hours in Attendance**

**\*Department, College of Education, University or other**

**Other Committee Activities including Faculty Meetings (Dept., COE, University)**

**Name of Meeting      Level\*      Hours in Attendance**

**D.      PROFESSIONAL SERVICE**

**Offices**

**Office Held      Organization      Level\*      Hours Required**

**Other Leadership Roles in Professional Service**

<b>Role</b>	<b>Organization</b>	<b>Level*</b>	<b>Hours</b>	<b>Responsibility</b>
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**General Professional Service (including presentations)**

<b>Role</b>	<b>Organization</b>	<b>Level*</b>	<b>Hours</b>	<b>Responsibility</b>
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\*Department, College of Education, University or other

**E. PUBLIC SERVICE**

<b>Role</b>	<b>Organization</b>	<b>Activity</b>	<b>Scope</b>
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**F. RESEARCH/GRANT/CONTRACT ACTIVITIES/EDITORSHIPS**

<b>Activity</b>	<b>Responsibility</b>	<b>Fund Source/Amount</b>	<b>Hours</b>
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<b>Program &amp; Curriculum Development (including complete course syllabi)</b>		
<b>Activity</b>	<b>Scope</b>	<b>Responsibilities</b>

<b>Other Activities</b>		
<b>Activity</b>	<b>Scope</b>	<b>Responsibilities</b>

**G.T.A.'s or G.R.A.'s Available for Support**

**G.T.A.**                                      **10ths/time & months**                                      **Assignment**

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**G. PUBLICATIONS**

**1. Published**

<b>Title</b>	<b>Journal</b>	<b>Date</b>
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**2. Accepted**

<b>Title</b>	<b>Journal</b>	<b>Date</b>
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