

Landscape Architecture and Regional & Community Planning
Department

Architecture, Planning & Design

College

Policy Statement Concerning:

Personnel Review and Evaluation Standards/Procedures

- Performance Evaluation Criteria
- Annual Evaluation
- Reappointment Evaluation for:
 - Annual Reappointment Reviews
 - Mid-Tenure Review
- Tenure
- Promotion
- Professorial Performance Award
- Chronic Low Achievement
- Post-Tenure Review
- Non-Tenure Track Faculty Titles

Approved by Faculty Vote on (05/11/2023)

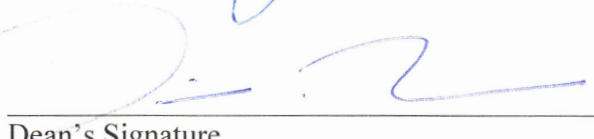
NEXT REVIEW DATE: May 2028



Department Head's Signature

15 MAY 2023

Date



Dean's Signature

15 May 2023

Date



Provost's Signature

6/30/2023

Date

Kansas State University
College of Architecture, Planning & Design Department of Landscape
Architecture and Regional & Community Planning

Department Documents:
Personnel Review and Evaluation Standards and Procedures

1. APPROVAL COVER PAGE

Approved by:

Faculty Vote on 05/11/2023

Huston Gibson, Department Head

Date signed: 05/15/2023

Timothy de Noble, Dean

Date signed: 05/15/2023.

Charles Taber, Provost and Senior Vice President

Date signed:

NEXT 5-YEAR REVIEW DATE FOR ALL DEPARTMENT DOCUMENTS*: 05/2028

** 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, by the Dean, 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.*

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2. INTRODUCTION TO THE LARCP DEPARTMENT DOCUMENTS

Departmental documents guide evaluative procedures for faculty and staff. In accordance with the University Handbook, *“Personnel decisions concerning annual merit salary adjustments, reappointment, tenure, and promotion are based on appropriate and meaningful evaluation. Evaluation should also provide an opportunity for professional growth and an enhanced commitment to fostering excellence at Kansas State University. Meaningful, fair, and equitably administered evaluation at all levels is vital to the good of the university and to the welfare of its employees.”* ([C30.1](#)).

The intent of this set of departmental documents is to delineate the faculty, staff, unit administration, and college administration responsibilities in each faculty and staff evaluation process. The overarching intent of these processes is to encourage faculty and staff to excel within their respective appointments at KSU and to contribute to the department’s vision.

In addition to the processes outlined in this document, all [University Handbook](#) policies apply, whether directly referenced or not. In which cases when the University Handbook is updated ahead of the department documents, the University Handbook takes precedence, and the Department must comply.

For faculty in tenure-eligible positions, the trajectory of evaluation begins with annual review and progresses to an annual reappointment review which leads to mid-tenure review and eventually review for promotion and tenure. To streamline the review process pre-tenure, eligible faculty may reference reappointment documentation for the same year when preparing their annual evaluation report.

For post-tenured faculty, annual evaluation remains an important procedure for assessing performance after the successful conclusion of a tenure process. Post-tenure faculty are expected to apply for promotion within six years or undergo post-tenure review.

For faculty in non-tenure-eligible positions, professional development and progress towards promotion is also important. Faculty Annual Evaluations are important to enabling faculty, regardless of appointment (regular, adjunct, or term) to reflect on their accomplishments and advance their careers.

For staff, professional development and opportunities for promotion are likewise important. Annual evaluations of staff members provide the time to review accomplishments and consider career advancement.

“Faculty and other unclassified employees are expected to have cooperative interactions with colleagues, show civility and respect to others with whom they work and interact, show respect for the opinions of others in the exchange of ideas, and demonstrate a willingness to follow appropriate directives from supervisors.” ([C46.1](#))

3. LARCP FACULTY IDENTITY

The Department of Landscape Architecture and Regional & Community Planning (LARCP), henceforth known as “The Department” or “department” follows Faculty Appointments as allowable in section [C10](#) of the University Handbook. Regardless of faculty appointment all appointed faculty henceforth will be known as “faculty”. The department has two types of overarching faculty appointments. These appointments include:

1. Tenure-Track Professors and Tenured Professors;
2. Non-Tenure Track Faculty on regular or term appointments such as Instructor, Advanced Instructor, Professors of Practice, Senior Professor of Practice and others compliant with the University Handbook as applicable.

The expectations and requirements of each are defined in the following sections.

4. PERFORMANCE EVALUATIONS

This section introduces the purpose and types of performance evaluations, referring to other department documents sections for greater detail. The purpose of each type of faculty evaluation is to support department faculty members in their growth and development as educators, scholars, and contributors to society. This is done by encouraging and rewarding meaningful achievement and incentivizing effective performance and collaboration by each faculty member—thus helping faculty and the department make a positive difference within this land-grant institution and assisting all we serve.

The different types of department faculty evaluations include the “Faculty Annual Evaluation” (the basis for annual merit awards when merit increases are available), “Reappointment Reviews” (for all faculty on probationary appointments and all non-tenure track faculty), “Mid-tenure Reviews” and “Promotion and Tenure Reviews” (for tenure-track faculty), “Promotion Reviews” (for both non-tenure eligible faculty and tenured faculty), and the “Professorial Performance Award” review process (for tenured, full professors). Evaluations of tenured faculty relate to but are distinct from the “Guidelines for Minimum Yearly Expectations of Review for Tenured Faculty Members” and “Post-Tenure Review” policies.

The same performance criteria or indicators of faculty performance will apply to all faculty evaluation processes—as applicable to the letter of expectation at the time of faculty hire along with any formally agreed upon changes in faculty assignment. These standards are consistent with university and college expectations for the department per the University Handbook ([C31.3](#)).

Evidence of acceptable department faculty performance are described in the section “Promotion and Tenure Guidelines” below. Faculty evaluation standards include performance indicators or tiers (see Appendix A)—which specify the level of performance, outcomes, and evidence that merit the Department Head’s annual performance rating.

Numerical scores are used by the Department Head to indicate a faculty member’s level of performance. As noted in the section “Faculty Annual Evaluation”, each faculty member is evaluated on a five-point scale (1 to 5) in all applicable assignment categories related to teaching; research, scholarship, and creative activity; service and outreach; and professional activities and administration.

5. LARCP FACULTY ANNUAL EVALUATION PROCESS

See University Handbook C30.1 See Appendix B for the Annual Evaluation Form

5.1. INTRODUCTION

The annual faculty evaluation provides an opportunity for the faculty member and Department Head to reflect upon the faculty member's accomplishments and challenges during the year within the context of a longer-term strategy. The intent is to support faculty members' growth and development as an educator, scholar, and contributor to society by providing an assessment that rewards achievement and addresses shortcomings.

Each faculty member will submit their evaluation materials by the Department deadline in the manner specified on the Faculty Annual Evaluation Form (see Appendix B). The faculty member and Department Head meet to review the evaluation materials and discuss the goals for the upcoming academic year. This meeting provides an important venue for discussing targeted goals for the upcoming year and allows for a discussion of the evaluation by the Department Head. The Department Head's written evaluation will be provided to the faculty member following the initial meeting. A second meeting may be scheduled at the preference of the faculty member in case more discussion is needed and/or the faculty member wishes to counter the written evaluation. Before the evaluation is sent to the Dean, the faculty member and the Department Head must both sign it.

The annual written review is used to support recommendations for merit salary increases and to plan future commitments to the department. The report is based on each faculty member's self-evaluation and on other data, and it is reviewed by each individual faculty member. A signature is required to acknowledge the opportunity for review and does not necessarily signify agreement.

This evaluation is mandated by the university with the goal of achieving:

- teaching excellence;
- research relevant to the university and to the department's mission;
- efforts to make original intellectual or artistic contributions through scholarship;
- inclusion of research and scholarship in the classroom;
- service to the university, to our respective disciplines and professions, and to the public or broader communities;
- use of technology appropriate for effective teaching, research, and outreach.

5.2. FACULTY ANNUAL EVALUATION DOCUMENT

There are seven major parts of the Faculty Annual Evaluation document:

Part 1. Strategy: A statement prepared by the faculty member providing an overview of the faculty member's strategy for teaching, scholarship, service and, if appropriate, professional activity and/or administration.

Parts 2–5: Teaching Effectiveness; Research, Scholarship, and Creative Activity; Public and Institutional Service and Outreach; and Professional Activities and Administration: The faculty member's self-report of annual activities supported by university approved teaching evaluations, examples of student work, and (if required) the faculty member's reappointment, promotion, and/or promotion and tenure documentation. Specific requirements for support materials are outlined in the Annual Evaluation Form. Also included are a reflection on the faculty's accomplishments, and the objectives for the subsequent year. The Department Head can comment specifically on each section.

Part 6. Department Head's Assessment: Assessment of each category is made by a statement and by an assigned point value on the five-point scale related to the written evaluation. The Department Head has the

authority to assign ratings between 1 and 5, including non-whole numbers, between 1.0 and 5.0. At the end of the "Summary Evaluation," an overall assessment is made which is the sum of the points awarded to each category weighted to reflect the percentage assigned in the previous year's Annual Evaluation for each category in the Annual Evaluation.

Part 7. Department Head's Summary and Directions: The Department Head's summary comments address the faculty member's assignment, goals, and objectives for the subsequent year. The faculty member and Department Head meet to discuss the annual evaluation. The Department Head's written evaluation will be provided to the faculty members following the initial meeting. The faculty member may provide a written response regarding any unresolved issues to the Department Head within seven working days of the written evaluation being provided to the faculty member. The Dean of the College of Architecture, Planning & Design may be copied on this response. A second meeting may be scheduled at the preference of the faculty member in case more discussion is needed and/or the faculty member wishes to counter the written evaluation. Before the evaluation is sent to the Dean, the faculty member and the Department Head must both sign it. The signature on the annual evaluation form by the faculty member does not imply agreement with the content of the review. It only indicates the staff member is aware of the information contained therein. The faculty member's response to the evaluation, along with corresponding responses and/or co-signed meeting notes, will be included as part of the faculty member's annual review file at the request of the faculty member.

5.3. FACULTY ANNUAL EVALUATION TIMELINE

Faculty Annual Evaluations are completed on an academic year calendar and are submitted during the Fall semester immediately following the academic year to be evaluated. The submittal date will be determined by the department faculty in collaboration with the Department Head. Faculty meet with the Department Head after they have submitted their portion of the evaluation. The deadline for meeting will be determined by the Department Head. The written evaluation is provided to the faculty member after the meeting and the faculty member may request a follow up meeting to discuss any issues, concerns etc. with the department head. The Department Head submits the signed evaluations to the Dean by the deadline set by the Dean.

5.4. EVALUATION SCALE AND SALARY INCREASES

Each faculty member will be evaluated on a five-point rating scale (1 to 5) in eleven possible assignment categories as noted on the tables provided in the final pages of the evaluation form (see Appendix B). A Summary Evaluation score will be calculated as a weighted average reflecting the percentage of each assignment.

Faculty members are asked to consult with the Department Head if they have questions about the categories or the following agreed upon numerical evaluation:

5	Exceptional
4	Exceeds expectations
3	Met overall expectations
2	Below overall expectations
1	Eligible for chronic low achievement

When merit-based salary increases are available, they will be awarded based upon a rolling three-year average of Summary Evaluation scores. The Department Head will employ the Summary Evaluation scores to determine salary increase distribution according to the following guidelines:

1. Faculty deserving of merit increases (those meeting or exceeding overall expectations) will be identified.

Faculty identified will be divided into levels depending on the magnitude of differences (ex. top half or lower half; or, top third, middle third, or lower third) based on summary scores.

The faculty in the top level(s) will receive a greater merit-based salary increase than faculty in the middle level(s), who will receive a greater percentage merit-based salary increase than faculty in the lower level(s). When targeted excellence increases are available to address salary compression and pay retention, these increases are awarded at the Department Head's discretion, with the Dean's approval per University policy.

6. PROCESS FOR REAPPOINTMENT OF FACULTY ON PROBATIONARY APPOINTMENTS

6.1. INTRODUCTION

Per the University Handbook ([C50.1](#)), faculty members on probationary appointments within the department are evaluated annually to determine if they will be reappointed for another year. For “Standards of Notice of Non- Reappointment” refer to [C162.3](#) and [Appendix A](#) of the University Handbook. All faculty on probationary appointments are required to annually develop and submit their Academic Portfolio on the prescribed deadline. Note that this submittal is distinct from, but supported by, the annual faculty evaluation submission. The annual department Reappointment Review serves as an opportunity for the Department Head and tenured faculty to provide feedback to a faculty member on probationary appointment about their performance in comparison to the department's criteria and standards for promotion and tenure.

6.2. REAPPOINTMENT ACADEMIC PORTFOLIO

The Academic Portfolio of professional accomplishments is compiled in accordance with the University Promotion and Tenure Documentation template and departmental criteria, standards, and guidelines. See [C52](#) Candidate's responsibilities and [Section 7.2](#) of this document for specific content requirements. The Academic Portfolio format is used for Reappointment, Mid-Tenure, and Promotion & Tenure Reviews, allowing opportunities for editing, building, and improving with each review.

6.3. REAPPOINTMENT REVIEW PROCESS AND TIMELINE

6.3.1. Academic Portfolio Submittal

All Promotion & Tenure related reviews begin with submittal of an Academic Portfolio created specifically for the review. The Academic Portfolio is due in the designated digital repository on the last Monday in August of the review year. The Department Head makes the candidate's Academic Portfolio available to all faculty eligible to vote on the reappointment. The Department deems all tenured faculty members in the department to be “eligible faculty” for Reappointment Reviews.

Per the University Handbook ([C53.1](#)) the cumulative record of written recommendations from previous reappointment meetings and reviews are made available to eligible faculty.

6.3.2. Review by Eligible Faculty

As part of this process, the Department Head and the eligible faculty meet at least fourteen calendar days after the Academic Portfolio is made available to discuss the candidate's eligibility for reappointment and progress toward promotion and tenure. After this meeting, eligible faculty submit a ballot via email to the Department Head. The ballot must include written rationale for the vote. Any member of the eligible tenured faculty (or eligible faculty) may, prior to the submission of any recommendation to the Department Head, request the candidate meet with all the eligible faculty (or all available eligible faculty) to discuss, for purposes of clarification, the record of accomplishment submitted by the candidate.

6.3.3. Communication of Review

The Department Head forwards a written recommendation and accompanying explanations to the Dean, along with the candidate's complete file, the majority recommendation and unedited written comments of each of the department's tenured faculty members (per the University Handbook, [C53.3](#)).

The Department Head also meets with the candidate to discuss the separate issue of the candidate's progress toward tenure. The Department Head's written recommendation and accompanying tenured faculty written

comments are made available to the faculty member and become part of the Academic Portfolio (Refer to the University Handbook [C35](#) regarding confidentiality of peer evaluations).

The Dean of the College of Architecture, Planning, and Design, on behalf of the college, forwards his/her written recommendation and accompanying explanation to the KSU Provost, along with the majority recommendation and any written comments (unedited) of the tenured department faculty members (per the University Handbook, [C54](#)). This written recommendation includes the recommendation of the Department Head.

Per the University Handbook final authority in resolving conflicting opinions regarding reappointment of a candidate is delegated to the Provost ([C55](#), University Procedures). Candidates are informed of the college's recommendation prior to the time that the file and recommendations are forwarded to the Provost ([C56](#), Notification of Candidates).

7. PROMOTION AND TENURE OF FACULTY ON TENURE-ELIGIBLE APPOINTMENTS

7.1. INTRODUCTION

The Department believes its mission as a unit within the College of Architecture, Planning and Design is accomplished through the contributions of its faculty. These contributions and expectations regarding promotion and/or tenure fall into three areas: 1) teaching students through professional direction in the classroom, studio/labs, independent study, and advising; 2) research, scholarship, and creative activities that deepen and expand the department's academic and professional capabilities; and 3) service and leadership to the department, college, university, academic/professional societies, and the public in general. Civility, in the form of responsible college citizenship, courtesy and respect for others, and the stewardship of students and emerging faculty is expected in carrying out these duties. The following descriptions address the many forms of achievement recognized by the department. The level or degree of achievement required for promotion to each rank (from Assistant Professor to Associate Professor, from Associate Professor to Professor etc.) is addressed in sections specific to those topics. For those positions not directly addressed in this document, the University Handbook (start at faculty appointments [here](#)) should be consulted and followed.

7.2. ACADEMIC PORTFOLIO

7.2.1. Overview

All Promotion & Tenure related reviews begin with submittal of an Academic Portfolio created specifically for the review. The Academic Portfolio of professional accomplishments is compiled in accordance with the University Promotion and Tenure Documentation template found in the Department Head Resources on the Provost's website and departmental criteria, standards, and guidelines. See the University Handbook C52 Candidate's responsibilities and Section 7.2 of this document for specific content requirements. The Academic Portfolio format is used for Reappointment, Mid-Tenure, and Promotion & Tenure Reviews, allowing opportunities for editing, building, and improving with each review.

It is important to note that the faculty member should be selective in choosing materials for their final Promotion and Tenure (P&T) portfolio. This is best done by providing information and materials most relevant to one's individual responsibilities, interests, objectives, and accomplishments. For example,

if one did not play the major role in developing a course, they would generally be advised to not provide the syllabus for this course in their final P&T portfolio. If they receive letters of support (solicited by the candidate or sent to the candidate) from students, other faculty, or other parties they would not place these letters in their final P&T portfolio. In both cases, such work may be included in earlier evaluation documents, but such items are generally seen as non-essential in the final P&T portfolio. Peer evaluations (submitted by tenured faculty) and evaluation of candidate advising (submitted by students advised by the faculty member) are deemed to be essential or important for the final P&T portfolio since these are evidence of instructional quality and potentially the integration of research/scholarship into the candidate's teaching/instruction.

A faculty member may choose to have their teaching reviewed by their peers voluntarily or may be recommended to do so by the Department Head and/or the tenured faculty during the evaluation of the tenure track faculty's academic portfolio (See [C34.2](#)). The faculty member may suggest peers for Department Head's consideration, asking the Department Head to ask a tenured department faculty member to review the faculty's teaching by attending a class meeting and then writing up a teaching review letter. This letter will then be shared with the faculty member, who may decide to either include it in their academic portfolio/annual evaluation or not. The faculty member may choose to use the recommendations made in the letter to make

changes and then have their teaching reviewed again, thus creating an opportunity to show that the faculty member has made positive changes in response to the review. In such a case, the faculty member may choose to include both letters in their academic portfolio/annual evaluation.

7.2.2. Content Outline for Academic Portfolio

I. Cover Sheet

Recommendation by the Department Head (University form to be completed by the Department Head)

II. Description of Responsibilities during Evaluation Period

(to be completed by the Department Head prior to development of this portfolio)

III. Statement by Candidate

- A. Candidate's statement of accomplishments (one-page summary)
- B. Statement of Five-Year Goals (one-page summary)

IV. Instructional Contribution

- A. Statement of activities (classes taught, student advisement, etc.)
- B. Evidence of instructional quality (student ratings, peer evaluations, evaluation of advising, etc.)
- C. Other evidence of scholarship and creativity that promote excellence in instruction (list of teaching achievements, multimedia presentations, computer-aided instruction, papers published or presented)

V. Research and Other Creative Endeavors

- A. One-page statement
- B. Listing of research publications and creative achievements
- C. List of grants and contracts

VI. Service Contributions (two-page summary)

VII. Cooperative Extension (not applicable to LARCP)

VIII. External Letters (see guidelines in text following outline, external letters are not solicited in Reappointment or Mid- Tenure Reviews)

- A. External letters of evaluation (solicited by the Department Head)
- B. Student letters of support (solicited by the Department Head)
- C. External letters of support (solicited by the Department Head)

X. Supporting Documents

A. Teaching Evaluations

For candidates seeking promotion to Associate Professor with tenure, copies of standardized teaching evaluations for all semesters at Kansas State University must be included. For candidates to Professor, standardized teaching evaluations for at least the preceding three years must be included – supplied by the candidate;

- B. A copy of the candidate's annual reviews by the Department Head for at least the preceding three years (supplied by the Department Head);
- C. A copy of the candidate's annual reappointment letters and tenured faculty comments for each of the preceding three years;
- D. Examples of Student Work, Reports, and Projects;

- E. Reprints and/or Manuscripts;
- F. Evidence of Creative Endeavors;
- G. Professional Development (as needed or required for each individual faculty member's expertise or area[s] of specialization);
- H. Other Materials
Ballots and accompanying rationale from all faculty voting in the review. Associate Professors and Professors evaluate candidates for associate professor, and full professors evaluate candidates for full professor – facilitated by the Department Head or a designated faculty member;
- I. Detailed Curriculum Vitae

7.3. TENURE AND PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

7.3.1. Communication of Expectations and Requirements

Two important aspects related to the promotion and tenure process (or the promotion process for non-tenure eligible faculty) must be discussed during the initial employment of each faculty member:

1. The Department Head will provide a copy of the Department Documents to each faculty candidate and discuss the anticipated teaching, RSCA (Research, Scholarship, and Creative Activity), and service/outreach responsibilities that the individual will be expected to fulfill if hired. If the candidate accepts the position with the Department, this briefing will be put in writing and become part of the basis of annual evaluation and in the promotion and tenure (or promotion review). This written document is called the “letter of expectation at hire”.
2. It is only reasonable that, on occasion, shifts in assignments may take place and faculty may be asked to pursue endeavors that take them away from their primary teaching, research, scholarship, or creative activities in favor of a more immediate need in the department or one of its programs. In such cases, the shift in assignment and resulting impact on the faculty member's ability to pursue their special interest must be acknowledged in writing and signature by both the faculty member and Department Head at the time of the next annual review.

7.3.2. Faculty Responsibilities

Not only is it imperative that all faculty members have a clear understanding of the expectations for their performance as they move toward promotion and tenure (P&T), but it is also equally important that they understand the process to attain tenure and promotion in rank. The following steps address procedures at the departmental level designed to ensure that P&T candidates are kept advised of their progress toward those goals.

This document does not address year to year changes in the University Handbook, so each faculty member should remain familiar with the University Handbook available through the Provost's website [here](#). For information on university deadlines refer to: <http://www.k-state.edu/provost/resources/dhmanual/master.html>

7.3.3. Mentoring

The Department Head, in consultation with senior and new faculty, will establish a mentoring partnership between a senior faculty and a new faculty with an expectation that the mentor will provide appropriate assistance in acclimating the new faculty to processes and procedures within the department and university. The mentor serves as an advisor to the new faculty member and should be knowledgeable of the faculty's progress toward tenure and advancement in rank. The mentor/mentee relationship will be addressed in the annual evaluation of each, and the Department Head may appoint a different mentor at the request of either

party. The mentee/mentor meeting notes from the final three years prior to submittal of the academic portfolio will be included in the final review of candidate work. See Section 12 and Section 13 of this document for further information.

7.3.4. Mid-Tenure Review

7.3.4.1. Overview

Unless otherwise stated in the candidate's contract or changed by a delay in the tenure clock, the mid-probationary review will take place during the third year of appointment. The Mid-Tenure Review provides the faculty in probationary appointments with substantive feedback from faculty colleagues and administrators regarding his or her accomplishments relative to departmental promotion and tenure criteria. A positive mid-probationary review does not ensure that tenure will be granted in the future, nor does a negative review mean that tenure will be denied.

7.3.4.2. Academic Portfolio Submittal

The Mid-Tenure Review begins with submittal of an Academic Portfolio created specifically for the review. The Academic Portfolio is due in the designated digital repository on the last Monday in August of the review year. The Department Head makes the candidate's Academic Portfolio available to all faculty eligible to vote on the reappointment. The Department deems all tenured faculty members in the department to be “eligible faculty” for Mid-Tenure Reviews.

Per the University Handbook ([C53.1](#)) the cumulative record of written recommendations and accompanying explanations forwarded to the candidate from previous reappointment meetings, mentee reports documenting recommendations made by the candidate’s mentor year to year, and any comments from individuals outside the department that are relevant to the assessment of the candidate's performance are made available to eligible tenured faculty.

7.3.4.3. Oral Presentation

In addition to the procedures outlined in [C92.2](#) of the University Handbook, the Mid-Tenure Review in our department includes an oral presentation to the entire department faculty prior to the tenured faculty vote.

7.3.4.4. Review by Eligible Faculty

As part of this process, the Department Head and the eligible faculty meet at least fourteen calendar days after the Academic Portfolio is made available to discuss the candidate's eligibility for reappointment and progress toward promotion and tenure. After this meeting, eligible faculty submit a ballot via email to the Department Head. The ballot must include written rationale for the vote. Any member of the eligible faculty may, prior to the submission of any recommendation to the Department Head, request the candidate meet with the eligible faculty to discuss, for purposes of clarification, the record of accomplishment submitted by the candidate.

7.3.4.5. Communication of Review

The Department Head will provide a letter of assessment to the candidate that includes the tenured faculty written comments. The letter is provided to the Dean along with the candidate's complete Academic Portfolio, the majority recommendation, and unedited written comments of each of the department's tenured faculty members (per the University Handbook, [C53.3](#)).

The Department Head also meets with the candidate to discuss the individual's progress toward tenure. The Department Head's written assessment and accompanying tenured faculty written comments become part of the Academic Portfolio. Refer to the University Handbook [C35](#) regarding confidentiality of peer evaluations. After receiving the assessment, the candidate has the right to submit a written response for the file.

The candidate's mid-probationary review file as well as other materials specified in the University Handbook [C92.2](#), and a copy of the departmental criteria and standards will be forwarded to the College Promotion and Tenure Committee (hereafter called the College Advisory Committee). The University Handbook sections [C153.1 to C153.3](#) are incorporated herein by reference as the evaluation procedure to be followed by the College Advisory Committee. The Dean will provide a letter of assessment to the candidate that includes a summary of any recommendations prepared by the College Advisory Committee.

7.3.5. Tenure and Promotion Review

7.3.5.1. Overview

Unless otherwise stated in the candidate's contract or changed by a delay in the tenure clock, the Promotion and Tenure review will take place during the sixth year of appointment.

The granting of promotion to Associate Professor with tenure is recognized as an indication of a career commitment on the part of the university to an individual faculty member. Section [C100.1](#) of the University Handbook states:

“There can be no simple list of accomplishments that, when achieved, guarantee that a faculty member will obtain tenure. Instead, tenure is granted. This action, taken by the Kansas Board of Regents, is based on the assessment by the tenured faculty of the university that a candidate has made outstanding contributions in appropriate academic endeavors. By granting tenure only to such individuals, the continued excellence of the university is ensured.”

Promotion to Associate Professor with tenure, therefore, should be based upon clear evidence of the potential for sustained contribution and leadership over a candidate's career. There should be clear promise of continuous intellectual inquiry and evidence of professional development of sufficient quality to provide a basis of confidence in future growth and performance. Professional achievements should also be considered significant, especially when related to professional growth, scholarship, and influence. Section [C140](#) of the University Handbook states:

“Successful candidates for promotion will demonstrate superior professional accomplishment and excellence in the performance of their assigned duties. The 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.”

Evidence of achievement for promotion to Associate Professor with indefinite tenure will vary, depending upon a faculty member's professional interests and role in the department. Department faculty are expected to engage in peer-reviewed written scholarship and/or peer-reviewed creative work. The expectations addressed in a candidate's initial hiring, in annual evaluations, and in the candidate's record as displayed in the promotion and tenure application documentation will serve as the foundation for this review.

7.3.5.2. Process and Criteria for Advancement of Rank to Associate Professor (tenure-track)

Candidates for tenure and promotion to the rank of Associate Professor in the department must demonstrate outstanding accomplishments in disseminated research, scholarship, and/or creative activities (RSCA); must demonstrate excellence in teaching; and must provide evidence of effectiveness in service and outreach. The potential for candidates to meet the requirements for future promotion to the rank of professor must be apparent. All candidates must also demonstrate effective, respectful, and professional interaction with faculty, staff, and students. That interaction should not detract from the progress or advancement of others but is not intended to restrict basic academic freedoms such as dissent or differences in opinion.

Tenure-track faculty may excel more in one category (RSCA, Teaching, Service/Outreach) than the others, and

tenured faculty as well as the department head should do their best to recognize this in any recommendation or evaluation. However, for tenure and promotion to the level of Associate Professor, good performance in one area cannot substitute for a failure to perform in other areas. Tenure-track candidates should thus be mindful to balance their loads during their probationary period. Importantly, promotion and tenure will not be granted to faculty members who satisfy only minimal standards of the criteria listed below and in Appendix A. Tenure-track faculty in the department will be evaluated on the following criteria.

7.3.5.2.1. Research, Scholarship, and Creative Activity

Research, scholarship, and/or creative activity is discipline-based activity that advances knowledge and learning by producing new knowledge and/or understanding. Research, scholarship, and/or creative activity may include conventional research, scholarship of engagement, scholarship of teaching and learning, and a variety of creative works.

The dissemination of outstanding research, scholarship, and/or creative activities is fundamental to all tenure-track candidates seeking advancement to associate professor. Candidates are expected to develop and maintain an independent, focused, and sustained program of high-quality research, scholarship, and/or creative activity that should:

- a) advance the theoretical, practical, and/or creative knowledge base of one or more of the departmental disciplines (landscape architecture, regional and community planning, real estate, and/or community development),
- b) demonstrate a comprehensive and up-to-date engagement with the existing body of knowledge that constitutes the basis of the candidate's area of research; and,
- c) be published or displayed in peer-reviewed regional, national, or international venues.

If extramural support (e.g., grants) is vital for candidates to sustain their research program, then scholarly outputs must accompany that support. While often necessary, important, and prestigious, extramural support alone does not constitute the dissemination of scholarly and creative work. Importantly, to achieve promotion and tenure, candidates must provide evidence of the dissemination of peer-reviewed research, scholarship, and/or creative activity, and this work must be of outstanding quality.

Candidates also should attempt to demonstrate that their research, scholarship, and/or creative activity contribute to the core mission, vision, and values of the department. Research, scholarship, and/or creative activity initiated prior to arrival at KSU (and published after one's arrival) may be counted towards tenure and promotion, but there must be clear evidence of a scholarly body of work from RSCA initiated at KSU.

Tenure-track candidates should strive for RSCA products from Tier One (see [Appendix A](#)) but importantly should demonstrate a sustained level of research, scholarship, and/or creative activity throughout their probationary period. It is understood that the number of Tier One products may vary depending upon the size or quality of the publication or venue, and in relation to the candidate's letter of expectation and academic assignment related to RSCA.

Over the course of their probationary period, candidates should complete six or more items from Tier Two and Tier Three combined. Candidates should not, however, stack accomplishments exclusively in Tier Two and Tier Three and expect to receive promotion and tenure. Candidates whose scholarly and/or creative contributions fall entirely outside of Tier One or who find it challenging to achieve multiple (three or more) Tier One products are urged to communicate regularly with their mentor(s) and Department Head to clarify their research and scholarship contributions towards promotion and tenure.

No matter the numbers of accomplishments in the various tiers, however, for the evaluation of research, scholarship, and creative activity, **the quality of the work, not the sheer quantity, is the primary criterion.**

The value of this work should be reflected in annual reviews, annual mentor reports, and mid-tenure review. The quality of the breadth and depth of the candidate's overall disseminated research, scholarship, and/or creative activities will always be open to some interpretation. Yet, if all the procedures above have been followed and candidates have been receiving a consistent message about the direction and success of their research, scholarship, and/or creative output, there should be no surprises regarding the relative value of the venues in which work is being disseminated by the time of promotion and tenure consideration.

Because the department's disciplines (as well as professional industry and practice) value certain types of disseminated research, scholarship, and creative activity in occasionally divergent ways, the list of RSCA indicators is not intended to be entirely prescriptive. Candidates may wish to make a case for contributions in research, scholarship, and/or creative activities that blur the lines between tiers, are not listed below, or that may be valued more highly in other departments, programs, or colleges—either within KSU or at other peer institutions. **However, there shall be no exception for peer-reviewed work—whether published or juried.** Peer review is defined as having been formally reviewed by independent scholars or experts with knowledge of the topic, and optimally such a review should be blind to ensure fairness.

For promotion and tenure, it must be clear the candidate has established an independent body of research and scholarship that can be distinguished from the work of others. When engaging in collaborative work, candidates must describe their role so that their contribution(s) to a project or publication can be clearly understood.

7.3.5.2.2. Teaching

The Department expects teaching excellence for promotion to Associate Professor. Candidates should demonstrate, through annual teaching, syllabi, assignments, and their teaching portfolio, a clearly defined pedagogical narrative and philosophy. These materials should demonstrate the basic skills of effective instruction, including command of subject matter, organization, clarity of presentation, and the ability to stimulate intellectual curiosity. Furthermore, there should be evidence that candidates are imparting contemporary, updated concepts and/or teaching methods and perspectives to students.

Faculty are expected to continually assess their effectiveness in teaching and adjust their practices to improve student outcomes. Department, college, and/or university assessment tools, including student and peer evaluations, should be employed to demonstrate excellence in teaching as per [C34.1](#) and [C34.2](#) of the University Handbook.

Candidates should strive to demonstrate that their teaching contributes to the core mission, vision, and values of the Department. Throughout their probationary period, candidates must demonstrate a sustained level of excellence in teaching or a documented process of development towards excellence. For promotion and tenure, candidates should strive for Tier One accomplishments (see Appendix A), as well as multiple items from both Tier Two and Tier Three indicators, as appropriate to their teaching assignment.

Candidates should not, however, stack accomplishments in Tier Two and Tier Three and expect to demonstrate excellence in teaching. Candidates whose teaching contributions fall exclusively outside of Tier One or who find it challenging to accomplish multiple Tier One items are urged to communicate regularly with their mentor and department head to clarify their teaching contributions towards tenure and promotion. Teaching will be assessed based in large measure on the ability of a faculty member to show excellence related to relevant indicators discussed in Appendix A.

7.3.5.2.3. Service and Outreach

The service and outreach activities of the landscape architecture and planning faculty are often closely related to professional growth, research, scholarship, creative activities, and teaching. Faculty members actively

engage in work to aid efforts to solve environmental problems in Kansas and surrounding states through pro bono consultations and community-based projects. Because faculty members at Kansas State University play a strong role in department governance and program development, it is especially important in evaluations to consider specific faculty assignments in this area.

Effective service and outreach is crucial to the effective operations of the program(s), college, and university, as well as to the professional growth of the tenure-track faculty candidate. Meaningful involvement with public service and outreach is also essential to the land-grant mission of the university. Tenure-track faculty are generally not expected to provide service and outreach at the same level as their tenured colleagues, particularly in the initial years of their appointment, but must contribute annually in some fashion.

Candidates must strive to demonstrate that their service contributes to the core mission, vision, and values of LARCP. For promotion and tenure, candidates should strive for Tier One accomplishments ([see the Appendix A](#)), below, as well as items from Tier Two and Tier Three, as appropriate to their letter of expectation and academic assignment. Candidates should not stack accomplishments in Tier Two and Tier Three and expect to demonstrate excellence in service and outreach. Service and outreach will be assessed based in large measure on the ability of a faculty member to show excellence related to relevant indicators discussed in Appendix A.

7.3.5.3. Academic Portfolio Submittal

The Promotion and Tenure Review begins with submittal of an Academic Portfolio created specifically for the review. The Academic Portfolio is due in the designated digital repository on the last Monday in August of the review year. The Department Head makes the candidate's Academic Portfolio available to all faculty eligible to vote on the Promotion and Tenure.

The Department deems all tenured faculty members in the department to be “eligible faculty” for Promotion and Tenure Reviews.

Per the University Handbook, Section [C92.3](#) comments also may be solicited from relevant faculty members in the College or University, and from outside reviewers. Letters from former students, other KSU faculty members, and other outside reviewers may be suggested by the candidate but the formal request for a letter of support from such individuals will come directly from the Department Head.

During the semester prior to the Promotion and Tenure Review, the candidate submits a list of three potential “external peer reviewers” to the Department Head. The Department Head then provides a list of three different potential “external peer reviewers” to the candidate to review for possible conflict of interest or other significant concerns. If there is a conflict of interest or other significant concern, then the name in question will be removed from the Department Head’s list and another acceptable external peer reviewer selected. The Department Head will select four “final external peer reviewers” who will remain anonymous to the candidate. The Department Head will contact the external peer reviewers and take responsibility for forwarding the candidate’s materials to the reviewers as well as gathering the outside reviewer’s comments. External peer reviews are very important to the process and thus deserve special attention by both the candidate and the Department Head.

Per the University Handbook ([C53.1](#)), the cumulative record of written recommendations and accompanying explanations forwarded to the candidate from previous reappointment meetings, mentee reports documenting recommendations made by the candidate’s mentor year to year, and any comments from individuals outside the department (see University Handbook [C53.2](#)) that are relevant to the assessment of the candidate's performance are made available to eligible tenured faculty.

7.3.5.4. Oral Presentation

In addition to the procedures outlined in the University Handbook (See [C90-116.2](#)), the Promotion & Tenure Review in our department includes an oral presentation to the entire department faculty prior to the tenured faculty vote.

7.3.5.5. *Review by Eligible Faculty*

As part of this process, the Department Head and the eligible faculty meet at least fourteen calendar days after the Academic Portfolio is made available to discuss the candidate's eligibility for promotion and tenure. After this meeting, eligible faculty submit a ballot via email to the Department Head. The ballot must include written rationale for the vote. Any member of the eligible faculty may, prior to the submission of any recommendation to the Department Head, request the candidate meet with the eligible faculty to discuss, for purposes of clarification, the record of accomplishment submitted by the candidate.

7.3.5.6. *Communication of Review*

The Department Head will provide their written recommendation by the deadline set by the Dean, in the form of Section I of the University Promotion and Tenure Documentation to the candidate. The Department Head will provide a letter with their recommendation to the Dean along with the candidate's complete Academic Portfolio, the majority recommendation, and unedited written comments of each of the department's tenured faculty members (per the University Handbook, [C53.3](#)).

The candidate's Academic Portfolio as well as other materials specified in [C92.2](#), and a copy of the departmental criteria and standards will be forwarded to the College Promotion and Tenure Committee (hereafter called the College Advisory Committee). The University Handbook sections [C153.1](#) to [C153.3](#) are incorporated herein by reference as the evaluation procedure to be followed by the College Advisory Committee. The Dean will provide a letter of assessment to the candidate that includes a summary of any recommendations prepared by the College Advisory Committee.

7.3.5.7. *Withdrawal or Appeal of Faculty Tenure and/or Promotion Applications*

An Assistant Professor has the right to withdraw their promotion and tenure application as per [C113.4](#). In the case of an application for promotion to Professor, Advanced or Senior Instructor, or Senior Professor of Practice, a candidate may withdraw their application and resubmit their portfolio in a future year ([C153.4](#)). If a candidate believes that they have been unfairly treated, an appeal may be made following university procedures (University Handbook [Appendix G](#)).

7.4. PROMOTION TO PROFESSOR

7.4.1. Overview

For promotion to the rank of Professor there is the expectation of continued and clear evidence of significant contribution to the professional development of the individual and enhancement of the department's reputation. As noted in [C120](#) of the University Handbook:

“Faculty members may expect to advance through the academic ranks [based on] 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.”

University and department standards and criteria continue to apply in evaluating this ongoing contribution. Attention should be given to special contributions that markedly and creatively enhance the growth and quality of the department's programs and outreach, including achievements while serving as head.

For this level of advancement there should be evidence of leadership and broad (national or international) reputation in one or more areas of the candidate's field. Advancement from Associate Professor to Professor

will reflect a faculty member's acknowledged excellence and sustained achievements significant to one or more of the department's disciplines (landscape architecture, regional and community planning, real estate, and/or community development), including research, scholarship, creative activities, and service, and teaching.

7.4.2. Criteria for Advancement in Rank to Professor

Criteria for advancement in rank to Professor are generally the same as those for advancement in rank to Associate Professor (detailed above). Unless shifts in workload responsibility have been agreed upon in writing with the Department Head, each Associate Professor will be required to demonstrate excellence in research, scholarship, and/or creative activity; teaching; and service and outreach for promotion to Professor. Candidates for the rank of Professor must provide documented evidence that the quality and quantity of accomplishments are at a significantly higher level than that expected of an Associate Professor. Furthermore, the candidate must present evidence of national and/or international recognition and a reputation for ongoing and regularly disseminated scholarly research, scholarship and/or creative activity. Refer to the indicators in Appendix A.

Evidence of continued accomplishments in all three categories of evaluation identified above (research/scholarship/creative activities; teaching; service and outreach) is also required. Work completed, published, presented, or taught prior to achieving rank as an Associate Professor may be included in the dossier, but significantly greater weight shall be placed on that which was completed since the initial promotion. Importantly, promotion to Professor will not be granted to those faculty members who satisfy only minimal standards associated with the categories below.

Within the three categories of evaluation, all candidates must demonstrate effective, respectful, and professional interaction with faculty, staff, and students. That interaction should not detract from the progress or advancement of others but is not intended to restrict basic academic freedoms such as dissent or differences in opinion.

7.4.2.1. Research, Scholarship, and Creative Activity

In addition to the cumulative qualifications already summarized for promotion and tenure to Associate Professor a candidate must present evidence of national and/or international recognition, a reputation for sustained scholarly production, and an increased level of professional activity. This evidence may include, but is not limited to, a substantial body of publications; a select few book(s) and/or articles in well-regarded journals or presses; consistent invitations to exhibit work at high-quality venues; an established research program with a substantial record of external funding at a level appropriate to the candidate's discipline; major professional service as an editor of peer-reviewed journal(s); invitations to speak to professional organizations or societies; and national and/or international awards for research, scholarship and/or creative activity.

7.4.2.2. Teaching

The candidate must show evidence of continued development in teaching. Special commendation will be provided for those candidates who have made demonstrable efforts to integrate department disciplines through teaching (beyond simply teaching a department course or existing courses with integrated components); who have taken leadership roles within the unit regarding teaching; or who have made efforts to obtain extramural funding for curriculum development or teaching innovations. While accomplishments in research, scholarship, and creative activity will be analyzed more closely for promotion to Professor, it should be emphasized that candidates who cannot present a record of continuing excellence in teaching will not be considered favorably for promotion to the rank of Professor. The candidate may request the Department Head to initiate a peer review of teaching (with the assessment included in the dossier), whether informal in nature or according to a peer review protocol formally approved by department faculty (see Faculty Handbook Sec. [C34.2](#)).

7.4.2.3. Service and Outreach

The candidate must show evidence of continued and increasing service to the program, college, university, community, and profession. Candidates for Professor must be able to point to major service contributions well beyond their contributions as an Associate Professor. This can include, but is not limited to, university task force committees; chairing accreditation processes; curriculum development and/or reorganization; invitations and participation on professional advisory boards; and leadership positions in professional organizations.

7.4.3. Academic Portfolio Submittal

The candidate must consult with the Department Head on the timing of the submission, and as agreed upon by both parties, the candidate will then prepare required documentation to clearly identify accomplishments. Procedures will follow those noted in the University Handbook sections [C150 to C155](#) and in Section 7.5.3.5. of this document. The candidate's Academic Portfolio should be organized following the general outline provided in Section 7.2.

7.4.4. Oral Presentation

In addition to the procedures outlined in [C92.2](#) of the University Handbook, the application process for promotion to Professor in our department includes an oral presentation to the entire department faculty prior to the eligible faculty vote.

7.4.5. Review by Eligible Faculty

Within the department, only the Department Head and full professors will review the candidate's submission as the departmental vote is restricted to department faculty at the Professor rank.

7.4.6. Communication of Review

The Department Head will provide their written recommendation in the form of Section I of the University Promotion and Tenure Documentation to the candidate. The Department Head will provide a letter with their recommendation to the Dean along with the candidate's complete Academic Portfolio, the majority recommendation, and unedited written comments of each of the department's eligible faculty members (per the University Handbook, [C152.1](#)).

The Dean will notify the candidate of the college decision, as described in [C153.4](#) of the University Handbook.

7.4.7. Withdrawal or Appeal of Faculty Tenure and/or Promotion Applications

Candidates may withdraw from consideration prior to their application being forwarded to the Dean's Council. See the University Handbook [C153.4](#) for specific procedures. Procedures for filing a grievance are described in [C154.2](#) and [Appendix G](#) of the University Handbook.

8. PROMOTION OF FACULTY ON NON-TENURE ELIGIBLE APPOINTMENTS

8.1. PROMOTION WITHIN NON-TENURE TRACK RANKS

8.1.1. Introduction

Non-tenure track (see Faculty Appointments in University Handbook section [C10](#)) positions may be awarded as semester or one-year contracts, either regular or term. Advanced Non-tenure track positions may be awarded as one-year regular appointments, or as one-, two-, or three-year term appointments.

Persons appointed to these ranks may expect to be promoted based on demonstrated individual merit in relationship to their association with the university's mission and within their discipline. The faculty member should consult the duties outlined in the letter of expectation at the time of hire to determine what sections of the Faculty Annual Evaluation are relevant to the individual's position, as annual evaluation performance will be a significant consideration in promotion.

Consideration for promotion can occur after a five-year period at the rank of entry. After which, consideration for promotion to each subsequent rank may occur after a three-year period. Each higher rank demands a higher level of accomplishment consistent with the expectations outlined below.

The Department Head will evaluate faculty members on appointments annually. The purpose of annual evaluation is to guide the professional development and form the basis to determine readiness for promotion review. The Department Head will notify faculty members regarding their readiness for promotion review if they have met or exceeded expectations of performance in their annual evaluation for the scheduled duration as outlines above. (See Faculty Annual Evaluation guidelines in this document for annual reporting requirements.)

8.1.2. Promotion from Rank of Entry

8.1.2.1. Research and/or Teaching and Student Activity Portfolio

When the Department Head determines the candidate is ready for promotion review, the candidate will have the opportunity to submit a portfolio relevant to the position duties outlined in the contract, (ex. Research and/or Teaching and Student Activity), along with all annual reviews received during the evaluation period, and the individual's curriculum vitae.

While the portfolio focuses upon the primary duties of assignment, the annual evaluation documents and curriculum vitae allow the candidate to highlight achievement in other areas relevant to the departmental and university mission, as appropriate to the individual's letter of expectation at the time of hire (refer to University Handbook, Section [C21.1](#)), or subsequent agreed upon adjustments to the duties discussed in the letter of expectation.

The Research and/or Teaching and Student Activity Portfolio must include indicators of achievement for these areas as pertinent to the assignment. The indicators, not in any priority ranking, need to be carefully considered by the candidate.

The Research and/or Teaching Activity Portfolio must include indicators of achievement related to the combination of research, teaching, and/or service specified in the faculty member's letter of expectation at time of hire.

For research (which may include both funded and un-funded scholarship and creative works), significance of contributions, along with progression and excellence are important indicators.

To document research contributions a faculty member may present evidence of activities outlined in the non-comprehensive list of indicators listed in Appendix A, with “Tier One Research Indicators” seen as most significant regarding research impact.

For teaching, progression and excellence are more important than the number of indicators engaged. Whatever indicators are presented, two points are central to the review of faculty performance:

- 1) Because teaching occurs in many ways and in many settings, its evaluation should encompass the full range of a faculty member's teaching and instructional activities.
- 2) Teaching is more than the instruction of students. Competency in teaching must also include a faculty member's integrity, treatment of students and care for their careers, and the critical need for collegiality that creates an atmosphere conducive to cooperative learning.

To document excellence in teaching, a faculty member presents specific supporting evidence. For a non-comprehensive list of teaching and instructional activities to document for purposes of annual evaluation and application for promotion, please see indicators of teaching excellence in Appendix A.

For service, significance of contribution, in accordance with letter of expectation, will be considered. To document excellence in service a faculty member may present evidence of activities. For acceptable forms of evidence please refer to the indicators listed in Appendix A.

8.1.2.2. Oral Presentation

In addition to the procedures outlined in [C92.2](#) of the University Handbook, promotion reviews in our department include an oral presentation to the entire department faculty prior to the eligible faculty vote.

8.1.2.3. Review by Eligible Faculty

Faculty eligible to review non-tenure appointments are at the Associate Professor level or higher.

The Department Head makes the candidate's promotion file (to contain the Research and/or Teaching and Student Activity Portfolio, all annual evaluations during review period, and up-to-date curriculum vitae) available to all eligible faculty. Tenured faculty at the Associate Professor level or higher comprise the eligible faculty.

As part of this process, the Department Head and the eligible faculty meet at least fourteen calendar days after the promotion file is made available to discuss the candidate's eligibility for promotion. After this meeting, eligible faculty must complete the ballot regarding promotion of the candidate. Each completed ballot is to be submitted by eligible faculty to the Department Head.

8.1.2.4. Communication of the Review

Prior to the submission of the Department Head's recommendation letter to the Dean, the candidate will be provided the opportunity to review the letter and the opportunity to discuss the contents of the letter with the Department Head. In the event of a disagreement between the faculty member and the department head concerning the recommendation, the faculty member has the right to append their viewpoint to the recommendation letter.

The Department Head forwards a written recommendation and accompanying explanations to the Dean, along with the candidate's complete file, the majority recommendation, and unedited written comments of each of the department's tenured faculty members.

The candidate's review file and a copy of the departmental criteria and standards are forwarded to the College Advisory Committee. The University Handbook sections [C153.1](#) to [C153.3](#) are incorporated herein by reference as the evaluation procedure to be followed by the College Advisory Committee.

On behalf of the college, the Dean of the College of Architecture, Planning and Design, in company with the recommendation of the Department Head, forwards the Dean's written recommendation and accompanying explanation to the University Provost, along with the majority recommendation and any written comments (unedited) of eligible faculty members. The candidate will be notified by the Dean and Department Head as to their mutual recommendation prior to the recommendation being forwarded to the Provost.

8.1.3. Subsequent Non-Tenure Track Promotion

8.1.3.1. Introduction

For subsequent non-tenure track promotion (ex. advanced instructor to senior instructor; teaching associate professor to teaching professor), the LARCP Department Head is expected to notify the candidate regarding their readiness for promotion review after at least three years of service at the previous rank. To be eligible for consideration of promotion to the next rank for their respective position, the individual must exceed expectations for three successive years of annual review at the intermediate rank. (See Faculty Annual Evaluation guidelines for annual reporting requirements.)

8.1.3.2. Research and/or Teaching and Student Activity Portfolio

The candidate will submit a Research and/or Teaching and Student Activity Portfolio and curriculum vitae. The Department Head will add to the submission the candidate's annual reviews for each year at the Advanced Instructor rank. While the portfolio focuses upon the primary duties of the assigned, the annual evaluation documents and curriculum vitae allow the candidate to highlight achievement in other areas relevant to the departmental and university mission, as appropriate to the individual's letter of expectation at the time of hire (per University Handbook, Section [C21.1](#)).

The Research and/or Teaching and Student Activity Portfolio must include indicators of achievement for research and/or teaching. The indicators need to be carefully considered by the candidate. For either research or teaching, progression and teaching excellence are more important than the number of indicators engaged. For teaching, three points are central to review of faculty performance for this promotion:

1. Honors, awards, and professional development activities will carry more weight in the evaluation (as compared to evaluating an Instructor for example).
2. Because teaching occurs in many ways and in many settings, its evaluation should encompass the full range of a faculty member's activities.
3. Teaching is more than the instruction of students. Competency in teaching must also include a faculty member's integrity, treatment of students and care for their careers, and the critical need for collegiality that creates an atmosphere conducive to cooperative learning.

To document excellence in teaching, a faculty member presents specific supporting evidence, in the Teaching and Student Activity Portfolio and curriculum vitae. For acceptable forms of evidence please refer to the indicators listed in Appendix A. Tier One activities should be a primary aim for secondary achievement.

For research (which may include both funded and un-funded scholarship and creative works), significance of contributions, along with progression and excellence are important indicators.

To document research contributions a faculty member may present evidence of activities outlined in the non-comprehensive list of indicators listed in Appendix A, with "Tier One Research Indicators" seen as most significant regarding research impact.

8.1.3.3. Oral Presentation

In addition to the procedures outlined in [C92.2](#) of the University Handbook, promotion reviews in our

department include an oral presentation to the entire department faculty prior to eligible faculty vote.

8.1.3.4. Review by Eligible Faculty

Faculty eligible to review non-tenure appointments are at the Associate Professor level or higher. The Department Head makes the candidate's promotion file (to contain the portfolio, annual evaluations at rank of Advanced Instructor, and curriculum vitae) available to all tenured faculty members considered by the department to be "eligible faculty."

The rest of the process is the same as stated for the promotion from rank of entry.

8.1.3.5. Communication of the Review

Prior to the submission of the Department Head's recommendation letter to the Dean, the candidate will be provided the opportunity to review the letter and the opportunity to discuss the contents of the letter with the Department Head. In the event of a disagreement between the faculty member and the department head concerning the recommendation, the faculty member has the right to append their viewpoint to the recommendation letter.

The Department Head forwards a written recommendation and accompanying explanations to the Dean, along with the candidate's complete file, the majority recommendation, and unedited written comments of each of the department's tenured faculty members.

The candidate's review file and a copy of the departmental criteria and standards are forwarded to the College Advisory Committee. The University Handbook sections [C153.1](#) to [C153.3](#) are incorporated herein by reference as the evaluation procedure to be followed by the College Advisory Committee.

On behalf of the college, the Dean of the College of Architecture, Planning and Design, in company with the recommendation of the Department Head, forwards the Dean's written recommendation and accompanying explanation to the University Provost, along with the majority recommendation and any written comments (unedited) of eligible faculty members. The candidate will be notified by the Dean and Department Head as to their mutual recommendation prior to the recommendation being forwarded to the Provost.

9. PROFESSORIAL PERFORMANCE AWARD PROCESS

9.1. INTRODUCTION

The University Handbook policy for the Professional Performance Award states:

[C49.1](#) Significance of the Award. The Professorial Performance Award rewards strong performance at the highest rank with a base salary increase in addition to that provided for by the annual evaluation process. The Performance Award review, it is important to note, is not a form of promotion review. It does not create a "senior" professoriate. Furthermore, the Professorial Performance Award is not a right accorded to every faculty member at the rank of Professor. Nor is it granted simply [because a candidate routinely meets] assigned duties with a record free of notable deficiencies.

[C49.2](#) Development and Revisions of the Professorial Performance Award Process. Departments develop their own mechanisms for review as they have for annual merit evaluation. As is the case in merit review, it may be that responsibility for the evaluation of materials involves personnel of any rank or several ranks. Each department will also specify criteria according to which candidates qualify for the award according, to its own disciplinary standards of excellence. Nonetheless, all such criteria for the award will adhere to the following guidelines:

1. 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;
2. The candidate must show evidence of sustained productivity in at least the last six years before the performance review; and,
3. 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.

[C49.4](#) Recommendations for the Professorial Performance Award will follow the timeline associated with the annual evaluation review outlined in the University Handbook.

9.2. DEPARTMENT'S NOMINATION CRITERIA FOR THE PROFESSORIAL PERFORMANCE AWARD

To apply for the Professorial Performance Award, a candidate must provide evidence of leadership and broad reputation in one or more of the candidate's areas of expertise. The supporting materials will reflect a faculty member's acknowledged excellence and achievements significant to landscape architecture, regional and community planning, real estate, and/or community development in research, scholarship, and/or creative activities. Review for the Professorial Performance Award will be based upon the applicant's demonstrated performance over the previous six years. Responsibilities of Professorial Performance Award Candidates are explained in University Handbook section [C49.5](#)

Evaluation criteria (as noted in 3, above) are described in the current approved departmental standards for promotion to full professor in the department Promotion and Tenure Guidelines and in Appendix A (which list performance indicators for RSCA, teaching, and service and outreach).

Applicants for the Professorial Performance Award will submit their application no later than the first Monday in September of that year.

Materials to be presented are described in University Handbook section [C49.5](#).

9.3. REVIEW BY ELIGIBLE FACULTY

Upon receipt of the candidate's information, the Department Head will:

Make the candidate's application available for review and recommendation by the faculty within the department at the rank of associate professor and professor.

A ballot will be taken, including the vote and rationale of each eligible department faculty member. A majority faculty vote will constitute a recommendation by the faculty to the Department Head of the merits of the candidate's qualifications for the Professorial Performance Award. Upon the Department Head's review of the candidate's application and the recommendations from the department's faculty at the rank of Associate Professor and Professor, the Department Head will prepare a written evaluation of the candidate's materials in relation to departmental criteria/indicators, standards, and guidelines, along with a recommendation for or against the award.

9.4. COMMUNICATION OF REVIEW

Each candidate for the award will have the opportunity to discuss the written evaluation and recommendation with the Department Head, and each candidate will sign a statement acknowledging the opportunity to review the evaluation. Within seven working days after the review and discussion, each candidate may submit written statements of unresolved differences regarding his or her evaluation to the Department Head and to the College Dean. A copy of the Department Head's written recommendation will be forwarded to the candidate ([C49.6](#)).

The Department Head must submit the following items to the Dean:

1. A copy of the evaluation document used to determine qualification for the award,
2. Documentation establishing that there was an opportunity for the candidate to examine the written evaluation and recommendation,
3. Any written statements of unresolved differences concerning the evaluation,
4. The candidate's supporting materials that served as the basis of adjudicating eligibility for the award. ([C49.7](#)).

The Dean will review all evaluation materials and recommendations to ensure that the evaluations are consistent with the criteria and procedures established by the department for the Professorial Performance Award ([C49.8](#)).

If the Dean does not agree with recommendations for the Professorial Performance Award made by the Department Head they must attempt to reach consensus through consultation. If this fails, the Dean's recommendation will be used. If any change has been made to the Department Head's recommendations, the Dean must notify the candidate, in writing, of the change and its rationale. Within seven working days after notification, such candidates may submit written statements of unresolved differences regarding their evaluations to the Dean and to the Provost. All statements of unresolved differences will be included in the documentation to be forwarded to the next administrative level. All recommendations are forwarded to the Provost ([C49.9](#)).

The Provost will review all evaluation materials and recommendations to ensure that (a.) the evaluation process was conducted in a manner consistent with the criteria and procedures approved by the unit, and (b.) there are no inequities in the recommendations based upon race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, or veteran status. ([C49.10](#)).

If the Provost does not agree with recommendations for Professorial Performance Awards made by subordinate administrators, an attempt must be made to reach consensus through consultation. If this fails, the Provost's decision will prevail. The candidate affected by the disagreement must be notified by the Provost, in

writing, of the change and its rationale. [\(C49.11\)](#)

The Professorial Performance Award will be 8% of the average salary of all full-time faculty (instructor through professor, excluding administrators, at those ranks). However, funding for the award cannot come out of the legislatively approved merit increment. [\(C49.12\)](#)

In the event that financial conditions in a given year preclude awarding the full amount as designated in [C49.12](#), the Provost shall in concert with the Vice-President for Administration and Finance adopt a plan to phase in the full award for all that year's recommended and approved candidates [\(C49.13\)](#).

Upon official notification from the Office of the Provost, the Dean will consolidate the Professorial Performance Award with salary increases resulting from annual evaluation and issue the candidate a contract that includes the candidate's salary for the next fiscal year. The Professorial Performance Award will become part of the professor's base salary [\(C49.14\)](#).

10. GUIDELINES FOR MINIMUM YEARLY EXPECTATIONS OF REVIEW FOR TENURED FACULTY MEMBERS

10.1. INTRODUCTION

A necessary precondition of a strong faculty is that it has a first-hand concern with its own membership. This is properly reflected both in appointment to and in separation from the university community when the faculty agree on their several functions and complementary roles. The fundamental responsibilities of faculty members as teachers and scholars include maintenance of competence in their area(s) of specialization and the exhibition of professional competence in the classroom, studio, and in the public arena through activities such as discussions, lectures, consulting, publications, conference presentations, and presenting or otherwise playing an active role in professional organizations and meetings.

Per University Handbook [C31.5](#), a “performance has fallen below minimum acceptable level” evaluation is an indication of failure on the part of a tenured faculty member to adequately perform the prime duties of teaching, research/scholarship/creative activity, service/outreach, and civility, as mutually agreed upon by the university community and the members of the department. *“Chronic failure of a tenured faculty member to perform his/her professional [and academic] duties, as defined in the respective unit, shall constitute evidence of ‘professional incompetence’ and warrant consideration for ‘dismissal for cause’ under existing university policies.”*

10.2. MINIMUM ACCEPTABLE LEVEL OF PRODUCTIVITY

Each faculty member will be evaluated based on achievement in the areas of teaching and advising students; performing research, scholarship, and/or creative activities; professional activities directed to maintenance and enhancement of lifelong knowledge and skills; service to the unit, college, and university; and civility with faculty and students appropriate to maintaining a setting conducive to the free exchange of ideas, expression, and mutual trust.

Annual faculty evaluations will be based upon the yearly and long-term objectives of the faculty member, as agreed to by the Department Head and faculty member. It is also expected faculty may, in agreement with the Department Head, restate their objectives during an evaluation period, to meet unforeseen opportunities or circumstances.

Career development which reflects the nature of university life is multidimensional, and thus concentration in a specific endeavor must not be used as an excuse for failure to contribute to the overall advancement and growth of the educational unit. Nevertheless, some faculty members will choose, over the course of their university careers, and after consultation and agreement with the Department Head, to place more emphasis and effort in a specific area of their professional, academic, and scholarly development. Thus, it may be the choice of a faculty member—in concert with their yearly self-development goals and evaluations—to dedicate a majority of their time to achieving innovation and excellence in the instructional mission of the college and department. At the same time, other faculty members may advance their development through a body of work contributing to the profession, university, college, department, and society by means of community engaged scholarship. Regardless of a faculty member’s focus, evidence of professional, academic, and scholarly development must be exhibited by regularly working towards and accomplishing the RSCA, teaching, and service/ outreach indicators described in Appendix A. Underachievement is not helpful to the mission of the university, college, and department and there are minimum acceptable levels of productivity. For a faculty member's overall performance rating to fall below the minimum level of acceptable performance, he/she must typically be deficient in at least two of the three areas under evaluation (research, teaching, and service) in any one evaluation period, or deficient in one of these three areas for two consecutive evaluation periods—unless it

is determined by the Department Head that notable strengths in research and/or teaching outweigh the identified deficiencies. There are four areas of primary concern related to potential faculty deficiencies.

10.3. EVIDENCE OF UNDERACHIEVEMENT

1) Evidence of underachievement in either teaching or professional performance includes, but is not always limited to:

- i. A failure to supply students with teaching materials that reflect currency in a faculty member's chosen field such as course outlines, examinations, and supplementary materials.
- ii. A failure to meaningfully respond to a charge on a yearly evaluation clearly pointing to the need for self-improvement.
- iii. Poor performance and/or lack of evidence of effectiveness in the direction of projects or research of undergraduate and graduate students; also, lack of willingness to participate in unit examination activities, such as written and oral examinations for graduate degree candidates and critique of undergraduate projects.
- iv. Failure in the development and implementation of special projects, resource tools, and/or the use of creative techniques in the performance of classroom duties.
- v. Habitual failure to make conscientious preparations or efforts to deliver quality classroom and studio (or special projects) instruction, including normal courtesies and due regard for the special obligation to attend to the instructional needs of students.
- vi. An unexplained pattern of absenteeism in the classroom or studio.

Note: Careful assessment of KSU-approved teaching evaluations and other measures of student learning, potentially including peer teaching observation, faculty developed questionnaires, and syllabus reviews, as agreed to by the faculty member and the Department Head, will be used to support instructional achievements and teaching effectiveness when teaching quality is deemed to be deficient.

2) Evidence of underachievement in research, scholarship, and creative activities demanded by the normal expectations of university life includes, but is not always limited to:

- i. A consistent failure to contribute to the body of professional, scientific, or educational literature in a faculty member's chosen field of endeavor, as evidenced by a lack of attempt to produce books, papers, research reports, competitions or exhibitions, professional design experiences, documented classroom innovations, or other similar items that advance the state of the planning/design professions.
- ii. A failure to demonstrate professional competence through a lack of effort to remain current in the literature and knowledge of a faculty member's chosen field of expertise and teaching.
- iii. A consistent failure to engage in the discourse of professional thought and ideas as evidenced by a lack of effort to attend and actively participate in continuing education, special seminars, conferences, and meetings of chosen professional societies.

3) Evidence of underachievement in service demanded by the normal expectations of university life includes, but is not always limited to:

- i. A consistent pattern of lack of involvement in the maintenance of the curriculum and normal governing and developmental duties of the university, college, and the unit.
- ii. A failure to interact with or contribute to the profession or discipline, and a failure to acquaint students with the obligations of professional discourse and development.

4) Evidence of underachievement in promoting collegiality with faculty and students demanded by the normal expectations of university life includes, but is not always limited to:

- i. A pattern of failure by a faculty member to exercise professional integrity in their everyday contacts

with other faculty, students, and the public as evidenced by inaccuracy, inability to exercise appropriate restraint, or a willingness to listen to and show respect to others expressing different opinions.

- ii. Continuing or repeated failure to perform duties or meet responsibilities to the institution as defined in the letter of expectations and/or yearly objectives noted in the faculty annual evaluation, and/or to otherwise meet the normal obligations in meeting the learning needs of students.
- iii. A failure to protect the rights of privacy of students and faculty. (As an example, FERPA violations are considered extremely serious transgressions and will be addressed by University attorneys and administrators as well as the College Dean and the Department Head.)

5) Chronic Low Achievement

The concept of “chronic low achievement” flows from the notion of persistent failure to meet the minimum expectations of a profession. Chronic low achievement is not suddenly discovered; rather, it is an assessment of performance that follows fair warning and constructive notice that a tenured faculty member’s actions, in whole or part, constitute a liability for the department and university. Except on an emergency basis, all signs of failure and underachievement are indicated in the yearly evaluation and its supplemental or supporting materials. It is the clear responsibility of the Department Head, using the criteria supplied in these guidelines, to assess the severity or magnitude of faculty deficiency based on common reason and compared to faculty peers. Likewise, it is the Department Head’s responsibility to set forth actions or corrections that would assist the faculty member in mitigating actions or items that are singled out as “performance below minimum acceptable level of productivity” or as underachievement.

Important concepts leading to the assessment of a “performance below minimum acceptable level of productivity” evaluation are:

- i. To assess a faculty member’s overall evaluation as “performance below minimum acceptable levels of productivity” requires that the Department Head balance the total record of a faculty member’s yearly performance with the specific action(s) in question.
- ii. It must be recognized that certain failures spelled out in the guidelines above, may override faculty strengths. For instance, unexplained and persistent absences from assigned duties, including classes and studios, may well trigger an overall “performance below minimum acceptable level of productivity” evaluation regardless of faculty strengths in other endeavors.
- iii. Several marginal evaluations, especially where a faculty member fails to respond to reasonable requests for correction, may lead to a “performance below minimum acceptable level of productivity” evaluation or a series of poor evaluations. Therefore, a “performance below minimum acceptable level of productivity” assessment is based less on an action itself than it is on lack of meaningful response to a reasonable request for change.

6) Procedure for Assessing Underachievement by Yearly Faculty Evaluations:

In keeping with regular procedures in matters of tenure (see Faculty Handbook sections [C31.5](#), [C31.7](#) and [C31.8](#)) when a tenured faculty member's overall performance falls below the minimum acceptable level (see above), as indicated by the faculty annual evaluation, the Department Head shall indicate so in writing to the faculty member. The Department Head will also indicate, in writing, a suggested course of action to improve the performance of the faculty member. In subsequent annual evaluations, the faculty member will report on activities aimed at improving performance and any evidence of improvement.

The names of faculty members who fail to meet minimum standards for the year following the Department Head's suggested course of action will be forwarded to the Dean of the College of Architecture, Planning and Design. If the faculty member has two successive evaluations following an initial evaluation indicating “performance below minimum acceptable level of productivity”—or a total of three evaluations in any five-

year period in which minimum standards are not met—then "dismissal for cause" will be considered at the discretion of the Dean of the College of Architecture, Planning and Design.

- i. Notification: The Dean will notify faculty member of intent to dismiss for chronic low achievement, following the receipt of three successive or three “performance below minimum acceptable level of productivity” evaluations in any five years.
- ii. Burden of Proof and Procedure: The burden is on the College Dean and Department Head to show clear and convincing evidence warranting dismissal. Evidence shall include, but is not limited to, yearly departmental evaluations, supporting course materials and other material objects used in classroom or studio instruction, and testimony of students and faculty. At the charged faculty member’s request, the Dean or Department Head will present evidence warranting dismissal to eligible departmental faculty (those faculty at the same rank and above). Each eligible departmental faculty may then provide written and confidential input to the Dean or Department Head for their consideration.
- iii. Administrative Decision: The Dean or Department Head, acting through the Dean, shall decide the effective date of termination. In cases of professional incompetence or willful neglect of duty, the effective date of termination shall not be less than one year from the date of notification. In cases of gross personal or professional misconduct, the effective date of termination may coincide with the final decision of the Committee to Hear a Case Regarding the Dismissal of a Tenured Faculty Member. (See Appendix M of the University Handbook.)
- iv. Rights of the Faculty Member: The faculty member has a right to present a defense against the specified causes for his/her termination as described in [Appendix M, Procedure for Review of Dismissal of Tenured Faculty](#), University Handbook.

11. POST-TENURE REVIEW

11.1. INTRODUCTION AND INTENT

As stated in [Appendix W](#): Post-Tenure Review Policy of the University Handbook:

“The purpose of post-tenure review at Kansas State University is to enhance the continued professional development of tenured faculty. The process is intended to encourage intellectual vitality and professional proficiency for all members of the faculty throughout their careers, so they may more effectively fulfill the mission of the university. It is also designed to enhance public trust in the University by ensuring that the faculty community undertakes regular and rigorous efforts to hold all of its members accountable for high professional standards.”

Kansas State University recognizes that the granting of tenure for university faculty is a vital protection of free inquiry and open intellectual debate. It is expressly recognized that nothing in this policy alters or amends the University’s policies regarding removal of tenured faculty members for cause (which are stipulated in the University Handbook). This policy and any actions taken under it are separate from and do not supersede the chronic low achievement or annual evaluation policies and processes.

The department policy on post-tenure review follows the overarching purpose, principles, objectives, and procedures in the university policy on post tenure review (see University Handbook, [Appendix W](#)).

All tenured faculty members will complete a formal post-tenure review of continued professional development once every six years.

This review, which is to be completed at the same time as the Faculty Annual Evaluation, is intended to be a 6th-year checkpoint and cumulative review of progress of what was reported in the prior six Faculty Annual Evaluation submissions. This review is undertaken to support a faculty member’s long-term goals for professional development while recognizing shorter-term department, college, and university needs and expectations.

11.2. MATERIALS TO BE USED IN THE REVIEW:

Faculty shall submit for post tenure review (hereafter PTR material):

- a. A one-page statement summarizing long-term (5-year) strategy for continued professional development.
- b. The six previous annual evaluations and a one-page cumulative summary of progress made toward long-term strategy and professional development objectives.

It is suggested that the LARCP department head’s PTR review will be overseen by the dean of the College of Architecture, Planning and Design. The department head’s annual and five-year reviews should be included in the materials to be used in the review.

A. Assessment Procedure and Timeline:

The department head is responsible for review of the materials. The department head will provide an assessment of professional development by each faculty member, using one of the following qualitative outcomes:

- a. PTR material shows evidence of professional development relative to the long-term strategy and actions, achievements and/or accomplishments related to effective research, teaching, and service.
- b. PTR material indicates the need for improved alignment between long-term goals and strategy and actions, achievements and/or accomplishments.
- c. PTR material indicates a well-developed long-term strategy with partial or insufficient accomplishment related to actions, achievements and/or accomplishments.

- d. PTR material indicates strength related to short-term actions with the need for a more focused strategy for long term professional development.

The department head will meet with the faculty member to discuss the PTR assessment and recommend one of the following. The faculty member should:

- a. Continue the course (professional development is on track).
- b. Align long-term (5-year) strategy and short-term (year-to-year) actions.
- c. Develop a long-term (5-year) strategy to match and focus or develop existing year-to year teaching, research, and service activities.
- d. Develop a specific short-term plan of action (considering appropriate tactics, methods and activities) to match an existing long-term strategy.

The department head's assessment will be conveyed in writing to the faculty member two weeks in advance of the meeting to discuss the review. The faculty member will acknowledge receipt by signature of the department head's review and his/her assessment of the faculty member's professional development.

Faculty post tenure reviews will occur as per the timeline recommended in the University Handbook, Appendix W (beginning with faculty having the longest running post-tenure review clock and incorporating faculty each year until all have engaged in the process).

More specifically, the following events shall modify and reset the post-tenure review clock:

- application for promotion to full professor;
- application for the Professorial Performance Award (University Handbook [C49](#));
- receipt of a substantial college, university, national or international award requiring multi-year portfolio-like documentation, such as University Distinguished Professor, University Distinguished Teaching Scholar, an endowed chair or other national/international awards (see list of Faculty Awards <http://www.k-state.edu/provost/resources/natlwards.html>).

The schedule for post-tenure review could also be delayed for one year to accommodate sabbatical leave, a major health issue, or another compelling reason, provided that both the faculty member and department/unit head approve the delay.

12. MENTORING NON-TENURED FACULTY POLICIES

12.1. INTRODUCTION

The following orientation and mentorship policies have been established to ensure that new faculty members have access to information and wise guidance conducive to their professional development towards promotion and tenure. A similar type of orientation (without the discussion of tenure and mentoring, and a focus on promotion) will be provided to new non-tenure-track faculty members (namely Instructors and Professors of Practice).

12.2. FACULTY ORIENTATION

Within the first month of joining the department a new faculty member will meet with the Department Head to be given a tour of the department, college, and university facilities and to be introduced to information related to the following university, college, and department documents:

- Mission and Vision statements
- University: <http://www.k-state.edu/provost/planning/mission.html>
- College: <https://apdesign.k-state.edu/about/mission.html>
- Department [refer to department website for mission statement] <https://apdesign.k-state.edu/larcp/>
- Strategic Plans [refer to University, College and Department Strategic Plans]
- Handbooks
- University Handbook: <http://www.k-state.edu/academicpersonnel/fhbook/>
- University Policies and Procedures Manual: <https://www.k-state.edu/policies/ppm/1000/1020.html>
- University Department Head's Manual: <https://www.k-state.edu/provost/resources/dhmanual/>
- Department Documents: <http://www.k-state.edu/academicpersonnel/add/arch/land/>
- Department Organization: <https://apdesign.k-state.edu/larcp/>
- Department Faculty digital files

The Department Head will assist tenure-track faculty members in understanding what is required for tenure and promotion, including the process, timetables, deadlines, and materials required for annual faculty evaluation as well as for reappointment, mid-tenure review, and promotion and tenure.

The Department Head will also introduce faculty to the following university resources pertinent to faculty's professional development towards promotion and tenure:

- Office of Research and Sponsored Programs
- Pre-Award Services
- University Research Compliance Office
- Center for Engagement and Community Development
- Center for the Advancement of Teaching and Learning

13.MENTORSHIP

Importance: The faculty wish to provide every opportunity for a new faculty member to be successful in meeting the department's tenure and promotion guidelines related to scholarship, teaching, service and professional activities. The Department's faculty desire to contribute positively to a new faculty member's morale, motivation and sense of community. A mentorship relationship is provided for ongoing support as faculty members develop their careers.

Each new faculty member is required to establish a mentorship with more experienced faculty for information and support as they develop their academic careers. Within the first semester of a new faculty member's hire, the Department Head will suggest potential mentors among the faculty who share the new member's teaching, scholarship and service interests. At the same time, the new faculty member should visit with individuals on the department's faculty to discuss shared interests related to the college and department mission statements. By the end of the second semester, the new faculty member needs to determine which member(s) of the faculty could provide guidance and information for advancement toward promotion and tenure and meet with them to discuss their willingness to serve as either a primary or secondary mentor.

A tenure-track faculty member may engage more than one formal mentor (e.g., one mentor might be selected for scholarship and a second for teaching) but in any event, one individual is to be designated as primary mentor. The primary mentor must be a tenured faculty member with an appointment within the department. Additional mentors may be non-tenured and/or based in a different department.

The Department Head must be provided with the name of the primary mentor and any additional formal mentors.

A minimum of one meeting per semester with a primary mentor is required up until a mentee's final promotion and tenure review is completed. It is the responsibility of the mentee to schedule appointments with their mentor. After any mentoring meeting between primary mentor and mentee a brief report is to be written by the mentee summarizing recommendations and directions agreed upon by mentor and mentee regarding the mentee's progress towards reappointment, and promotion to Associate Professor with tenure. Each report should be signed by both parties. Copies of each report should be provided to all the mentee's mentors, and a copy of each report is to be submitted as a part of the mentee's annual evaluation, reappointment, and promotion and tenure documentation.

A mentee may decide that a change in mentor is desired or needed. Similarly, a mentor may request that a different mentor be selected. Those desiring a change should discuss this in a meeting that includes the mentee, mentor, and Department Head—before a mentoring change is made and formally documented by the mentee, the newly assigned mentor, and the Department Head.

Note that a mentee may ask that the mentor keep specific aspects of a conversation confidential, and the mentor has a responsibility to do so unless doing so violates university policies or jeopardizes the well-being of students.

Non-Binding Suggestions for Mentors and Mentees - The following suggestions for mentors and mentees are included in support of the policies outlined on the previous two pages.

A mentor's general role may include, but is not limited to:

- **Advisor:** Provide mentee with useful information about the University; offer mentee an avenue for social and emotional support during his/her transition into the University; familiarize mentee with the numerous sources and resources located throughout the University community.
- **Role model:** Teach mentee how to succeed in the University by modeling how individuals in senior

positions conduct themselves and interact with others.

- **Coach:** Advise mentee on how to accomplish his/her goals and provide feedback. Help the mentee develop alternatives to address work-related problems or create learning opportunities. Teach the mentee organizational and professional skills and help "decode" the University culture; create an atmosphere where mentees can learn from their own and each other's experiences, mistakes, and successes as well as from their mentors' experiences.
- **Supporter:** Encourage the participation of the mentee on committees to increase visibility; enhance the mentee's self-esteem through supportive, nonjudgmental discussions and "pep talks." Help the mentee establish a professional network.

Selected References:

Mentoring New Faculty: Advice to Department Chairs, by Marjorie Olmstead (U. of Washington)

<https://faculty.washington.edu/olmstd/research/Mentoring.html>

Resources on Faculty Mentoring (Michigan State University)

<https://ofasd.msu.edu/mentoring/>

14. STAFF ANNUAL EVALUATION

14.1. INTRODUCTION

The Employee Evaluation provides an opportunity for the department staff member and Department Head to reflect upon the staff member's responsibilities and accomplishments during the evaluation period. The intent of evaluation is to support the employee's growth and development as a staff member of the College of Architecture, Planning and Design at Kansas State University.

14.2. STAFF EVALUATION DOCUMENT

The staff annual evaluation document consists of two parts: the Employee Evaluation Report and the Employee Evaluation.

The staff member completes and submits all portions of the Employee Evaluation Report, consisting of:

- Areas of Responsibility and Accomplishments in those Areas
- Service to the College/University
- Continuing Education/Professional Development Reflection of Past Goals/Goals for Upcoming Years
- Concerns or Suggestions

The Department Head then completes the first five portions of the Employee Evaluation, consisting of:

- Rating
- Evaluation
- Areas for Development
- Goals and Objectives for Next Evaluation Period
- Concerns or Suggestions

The staff member and Department Head both sign the completed Employee Evaluation form. The staff member may provide a written response regarding any unresolved issues to the LARCP Department Head and Dean of the College of Architecture, Planning & Design within seven working days. Signature by the staff member does not imply agreement with the content of the review. It only indicates the staff member is aware of the information contained therein.

14.3. STAFF EVALUATION TIMELINE

Each staff member will submit their completed Employee Annual Report by the university deadline via email to the Department Head. The Department Head will complete the Employee Evaluation. The staff member and Department Head will meet to review the evaluation materials and discuss the goals for the upcoming evaluation period. The Department Head's evaluation will be provided to the staff member prior to the meeting.

14.4. EVALUATION SCALE AND SALARY INCREASES

- Exceptional
- Exceeds Expectations
- Meets Expectations
- Needs Improvement
- Unsatisfactory

When merit-based pay increases are available, the Department Head will submit a request to the Dean based upon the annual evaluation score.

APPENDICIES

Appendix A – RSCA, Teaching, and Service & Outreach Performance Tiers

Appendix B – Faculty Annual Evaluation Form

Appendix C – Staff Annual Evaluation Forms

APPENDIX A - RSCA, TEACHING, AND SERVICE & OUTREACH INDICATORS

LARCP values a breadth of RSCA models and activities that fit with the departmental mission. Regardless of the RSCA activity, LARCP faculty are interested in the breadth and potential impact of dissemination as well as the quality and level of expertise of the peer-review with blind peer-review being preferred.

If a faculty member's activities are collaborative, the candidate's contribution should be made clear. Note that the examples given below are not exhaustive. If a faculty member thinks that an activity fits one of the tiers but is not mentioned as an indicator, they should name it and describe their contribution in the "Other" category.

Tier One RSCA Indicators:

Authorship — Peer-Reviewed Publications

- Editor or co-editor of a published, peer-reviewed book or special issue of an academic journal, issued by a reputable academic publisher, with evidence of scholarly production in association with the book or journal (e.g., introduction, contributed article, conclusion, or chapter prologues).
- Peer-reviewed article, with the candidate as sole or primary/principal/co-author, published in recognized national or international journal (either print or online) of leading significance in planning, landscape architecture, or candidate's specialized field of expertise.
- Sole or primary/principal/co-author of a scholarly chapter published in a published, peer-reviewed book issued by a reputable academic publisher.
- Published, peer-reviewed book representing original work with the candidate as primary/principal/sole or co-author, issued by a reputable academic publisher (e.g., a university or scientific press). A single book should be granted significant weight for P&T consideration.

Creator of Peer-Reviewed Creative/Professional Work

- Completed works, such as product design, graphic design, artwork, film, digital media, or other related activities that have a demonstrated scholarly component and a relationship to the faculty member's discipline, recognized through awards or meritorious citations by national or international professional organizations or juries, or through publication in reputable national or international journals.
- Exhibitions of creative work at museums, galleries, or exhibitions of national, or international significance, selected through peer review.
- Publication of creative or professional work/project/program with the candidate as the lead creator, in recognized and peer-reviewed national or international planning/design journal or book.
- Publication of service-learning and outreach projects led or co-led by the candidate, in recognized and peer-reviewed national or international journals related to the faculty member's work. If collaborative in leadership, candidate's contribution should be made clear.

Awards

- Awarded fellowships and/or scholarships of national or international repute, adjudicated by peer-review.
- Completed projects related to the faculty member's discipline led or co-led by the candidate and recognized through national or international awards or meritorious citations by related professional organizations or juries.
 - National or international RSCA award, adjudicated by peer-review. (Examples include RSCA awards given by CELA, ASLA, LAF, ACSP & APA.)

- Recognized (selected or award-winning) national or international competition entries led or co- led by the candidate.

Grants

- Lead-PI or lead co-PI on a successful peer-reviewed RSCA-oriented grant of national or international significance (peer-reviewed, widely disseminated work should emerge from this grant).
- Lead-PI on a successful peer-reviewed RSCA-oriented community engagement grant of great regional significance (peer-reviewed, widely disseminated work should emerge from this grant).

Invitations

- Curatorial activities by invitation of a nationally or internationally significant art venue.
- Invited keynote or plenary speaker at a conference of national or international repute.
- Invited research publication, or testimony of national or international significance.
- Session chair for a national or international professional or academic conference (responsibilities include shaping the session content and selecting and editing papers for presentation).

Tier Two RSCA Indicators:

Activities at this level may be disseminated less broadly (for example, at the regional or multi- jurisdictional scale), reviews may be less stringent, and/or the products may still be in production. Many of these activities may move to Tier One upon completion.

Authorship — Peer-Reviewed Publications

- Book manuscript, with the candidate as sole or co-author, accepted for publication by a reputable academic publisher (following peer-review and with evidence of acceptance).
- Editor or co-editor of a published, peer-reviewed book or special issue of a national or international journal, issued by a reputable academic publisher (without scholarly production in association with the journal).
- Peer-reviewed article, not yet published, with the candidate as sole or co-author, accepted (either in press or pending minor revisions) by recognized regional, national, or international journal (either print or online). Evidence of acceptance must be included in the file.
- Sole or co-author of a scholarly chapter accepted for publication in a peer-reviewed book issued by a reputable academic publisher. Evidence of acceptance must be included in the file.
- Published reviews of books or exhibitions in reputable regional, national, or international journals.

Creator — Peer-Reviewed Creative/Professional Work

- Adoption of research or scholarly outcomes in regional, national, or international policy, code, or practices.
- Completed works, such as product design, graphic design, artwork, film, digital media, or other related activities that have a demonstrated scholarly component and a relationship to the faculty member's discipline/or planning, recognized through awards or meritorious citations by regional professional organizations or juries; through publication in reputable regional journals; or through invited exhibit in a regionally significant venue.

- Positive reviews of candidate's RSCA work in reputable regional, national, or international publications.
- Publication of creative work/professional project/program with the candidate as lead author, in recognized and peer-reviewed regional planning/design journal or book.
- Recognized (selected or award-winning) regional competition entries led or co-led by the candidate.

Awards

- Awarded fellowships and/or scholarships of regional repute, adjudicated by peer-review.
- Completed projects in the faculty member's discipline led or co-led by the candidate and recognized through regional awards or meritorious citations by related professional organizations or juries.
- Regional or University RSCA award, adjudicated by peer-review (includes Central States, ASLA, Kansas APA & Prairie Gateway ASLA).

Grants

- Co-PI (secondary contributions) on a successful RSCA-oriented grant of national or international significance (peer-reviewed, disseminated work should emerge from this grant).
- Co-PI on a successful RSCA-oriented community engagement grant of great regional significance (peer reviewed, disseminated work is expected to emerge from this grant).
- Lead PI of externally funded or other sponsored class or studio grant where students work with the community and/or key stakeholders on engaged scholarship.
- Submitted research/scholarship/creative activity-oriented grants, fellowships, or awards with candidate as either Lead-PI or Co-PI to agencies of national or international significance.

Invitations

- Curatorial activities by invitation of a regionally significant art venue.
- Guest on national radio program or publication discussing RSCA work in a national or international magazine, newspaper, or film.
- Invitation to implement or exhibit completed, peer-reviewed creative plans, designs, or other professional products with a demonstrated scholarly component (invitation must be included).
- Invited keynote or plenary speaker at a conference of regional repute.
- Invited research publication or testimony of regional significance.
- Invited RSCA-oriented lecture, workshop, or short course to a national or international audience (invitation must be included).

Conferences and Proceedings

- Active session participant for a national or international professional or academic conference (responsibilities include helping shape the session content and helping select and edit papers for presentation).
- Presentation by sole or co-author of peer-reviewed paper in regional, national, or international professional or academic conference.
- Publication of peer-reviewed papers in conference proceedings of recognized regional, national, or international organizations.

- Track chair for a national or international professional or academic conference (responsibilities include shaping the content and selecting and/or editing papers for presentation).

Tier Three RSCA Indicators:

Works where the candidate plays a minor or secondary role, or are of lesser reach or impact, or at earlier stages of development yet peer review remains the standard for evaluating the quality of the work.

Authorship — Peer-Reviewed Publications

- Editor or co-editor of a published regional journal.
- Non-refereed, open-access, online publications.
- Minor contributor to a scholarly chapter accepted for publication in a, peer-reviewed book issued by a reputable academic publisher (in this case, the candidate’s contributions must be specified).
- Published, peer-reviewed article in reputable journal with the candidate as minor/secondary or other author (in this case, the candidate’s contributions must be specified).
- Published, peer-reviewed book with the candidate as minor/secondary or other author (in this case, the candidate’s contributions must be specified).
- Published, peer-reviewed work in trade (or “for-profit”) publications.
- Book manuscript or peer-reviewed article with the candidate as sole or co-author, submitted for review to a reputable academic publisher or journal. Evidence of submission must be included in the file.
- Editor or co-editor of a published regional, national, or international professional magazine (without scholarly production in association with the magazine).

Creator — Peer-Reviewed Creative/Professional Work

- Competition entries in national or international competition entries led or co-led by the candidate.
- Consulting role, with demonstrable scholarly or research component, on major projects in the fields of landscape architecture, planning, or related fields.
- Creative and/or scholarly works-in-progress with potential for tangible peer reviewed outcomes including publication, grant funding, or awards. Clearly indicate how far along the work is.
- Recognition of RSCA accomplishments through reputable popular regional media (magazines, newspapers, websites, television, radio, film, etc.).
- Active participant in externally funded or other sponsored class or studio projects where students work with the community and/or key stakeholders on engaged scholarship.

Grants

- Lead-PI or Co-PI on an accepted RSCA-oriented grant of regional significance, or a minor contributor on a grant of national or international significance.
- Submitted or pending research/scholarship/creative activity-oriented grants, fellowships, or awards with candidate as either secondary or minor contributor to agencies of national or international significance, or Lead PI or Co-PI on regional submission.

Invitations

- Curatorial activities by invitation of a locally significant art venue.
- Invited research publication or testimony of local significance.
- Invited RSCA-oriented lecture, workshop, or short course as part of a regional, local, or university academic lecture series.
- Session facilitator for a national or international professional or academic conference.

Conferences and Proceedings

- Accepted abstract submission to conferences of regional, national, or international significance.
- Peer-reviewed poster presentation at regional, national, or international professional or academic conference.
- Presentation as a minor/secondary co-author of a peer-reviewed paper at a regional, national, or international conference (professional or academic).

Tier One Teaching Indicators:*Awards and Recognition*

- Certificate indicating reflection upon and positive assessment of teaching and course development/improvement available through K-State Center for Teaching & Learning.
- Class or studio projects where students engage with the community or key stakeholders in hands-on service-learning (and where students present to the community and/or stakeholders and receive national or international commendation).
- Consistently high to very high (4.0 or higher for “Overall effectiveness as a teacher,” raw or adjusted scores) student course evaluations as shown on standardized KSU TEVALs; Each course on which this has been achieved may be listed separately).
- Lead in developing and applying innovative and/or excellent teaching methods that are recognized through a rigorous peer-review of teaching.
- National or international recognition or publication of student work.
- University, national, or international awards or honors for teaching or student advising/mentoring.

Grants

- Securing grants to support innovative instruction and/or peer-reviewed publication efforts of/by students.

Mentorship

- Chair of completed interdisciplinary Ph.D. committee (ENVD + Planning program).
- Evidence of exceptional mentorship as Chair of completed LARCP graduate thesis and masters project work (as demonstrated by awards or peer-reviewed publication).
- Evidence of exceptional mentorship in committee member work (not chair or advisor) of completed masters-level graduate project or Ph.D. in APD or other units of the University. (Example: providing in-depth editorial review and guidance of student work leading to international, national, or regional awards and/or peer-reviewed publication, provide clarity of your contribution in supporting documents).

Development

- Completion of a semester-long or longer course geared towards pedagogical learning and development offered by a University or National-Level Academic or Professional Development Organization.

Tier Two Teaching Indicators:*Awards and Recognition*

- Class or studio projects where students engage with the community or key stakeholders in hands-on service-learning (where faculty and/or students present to the community and/or stakeholders and receive regional or local commendation).
- Co-develop innovative and/or excellent teaching methods that are recognized through a rigorous peer review of teaching.
- Consistently medium-to-high (3.0-3.9 or higher for “Overall effectiveness as a teacher,” raw or adjusted scores) student course evaluations as shown on standardized KSU TEVALs; Each course on which this has been achieved may be listed separately).

- Program or department awards or honors for teaching or student advising/mentoring.
- Regional or local teaching recognition (including non-peer awards or honors).

Grants

- Securing funding to support instruction.

Mentorship

- Chair of completed masters-level graduate thesis, report, project, or other capstone experience.
- Chair of interdisciplinary Ph.D. committee (ENVD + Planning program).
- Class or studio advising to provide in-depth guidance to students in another discipline (e.g., advisor for 5th Year Architecture Studio).
- Guiding students in preparing planning or design competition submissions (such as ULI and APA) building on work completed in studios, in the classes, or for master's projects or theses, or related to PhD studies.
- Instructional supervision or mentoring of independent study classes and/or special student projects with demonstrable effort on the part of faculty.
- Service as an External Ph.D. Chair representing the Graduate School.
- Evidence of mentorship in committee member work (not chair or advisor) of completed masters-level graduate project or Ph.D. in APD or other units of the University, where the mentored student receives regional recognition for their academic and/or scholarly performance. (Examples: providing in-depth editorial review and guidance of student work leading to a regional award or publication).

Development

- Development of new courses (beyond or including initial appointment) or development of courses for distance or online learning (typically via KSU Global Campus).
- Significant contributions to school field-study tours beyond regular or assigned course load.

Tier Three Teaching Indicators:

Awards and Recognition

- Positive student rapport, as substantiated by student evaluations or other indicators.

Mentorship

- Advising of student fellowship applications and award submissions.
- Class or studio projects where faculty and students engage with the community or key stakeholders in hands-on service-learning.
- Contributing committee member (not chair or advisor) of completed masters-level graduate project or Ph.D. in APD or other units of the University.
- Contributing committee member of completed masters-level LARCP graduate report, thesis, or other capstone experience or chair of in-process LARCP masters report or thesis.
- Contributing member of interdisciplinary Ph.D. committee (ENVD + Planning program).
- Regular availability and effective feedback to students (through office hours, visits outside of class hours,

written evaluations, and/or in-depth online correspondence), as evidenced by student comments.

Development

- Attending workshops, seminars, or related events focused on improving teaching.
- Demonstration of research activities that contribute to innovative instruction.
- Development and/or updates of classroom instructional assignments or aids to improve learning and retention of course content, substantiated by student evaluations and/or peer-review.
- Development of new course content, assignments, lectures, or other instructional activities within older courses. Provide a brief discussion of the value and significance of these activities, and evidence of how assessment tools were used to improve instruction techniques and student learning.
- Interdisciplinary course participation or collaboration, with evidence of effective teaching.
- Participate in peer-review of teaching performance.

Invitations

- Invited guest lectures, seminars, or workshops provided to other classes in APD or at KSU.

Tier One Service and Outreach Indicators:*Leadership (academic)*

- Leadership of program, department, college, and/or university committees with significant (positive, effective, and/or successful) outcomes or impact.
- Leadership in student recruitment (e.g., recruiting workshops, presentations at high schools and/or community colleges, 4H Discovery Days, Grandparents University, etc.) with significant outcomes or impact based on numbers of participants or recognition/commendation.
- Advisor of student organization with significant outcomes or impact.
- Coordination/leadership of college, department, or program-related lectures, exhibitions, or symposia with significant outcomes or impact.

Leadership (profession)

- Significant participation (leadership) in program activities necessary for professional accreditation.
- Lectures or presentations at professional or student organization meetings, when such lectures neither meet the requirements, as listed above, for teaching or disseminated RSCA.
- Leadership in regional, national or international professional organizations.
- Volunteer work involving professional expertise that significantly contributes to the organization and/or implementation of professional conference, design competition, exhibition, lecture, program, or related activities at the national or international level.
- Leadership of visiting accreditation teams at other institutions.
- Leadership of advisory boards or committees of regional, national, or international professional organizations.
- Leadership in development and/or evaluation of exams supervised by professional registration boards.
- Leadership in earning professional licensure and/or certification (ex. AICP) when not required as part of the job description during hiring.

Leadership (community)

- Leadership of civic engagement activities, such as community panels or task forces; construction, implementation, or preservation-related work; cycling & transportation committees; arts committees; and landscape restoration.
- Community leadership via citizen service position(s), related to professional expertise, in government agencies, commissions, or private non-profit entities (elected, appointed, or volunteer, with proportionate value acknowledged as appropriate by the mentoring committee).
- Leadership of community advisory boards or committees.

Peer-Reviewed Publications

- Editor or coordinator of recognized, peer-reviewed regional, national, or international journal.
- Member of editorial board of international or national journal(s).
- Reviewer of book proposal(s), manuscript(s), or creative work(s) for a reputable scholarly journal or scholarly publishers. Indicate role, extent of review, and number of items reviewed.

Grants and Awards

- Reviewer or juror for international or national research grant proposals or international or national awards program. Indicate role, extent of review, and number of items reviewed.

Conferences and Proceedings

- Discussant for session of reputable regional, national, or international conference.
- Leadership in planning and carrying out volunteer lectures, tours, and workshops with significant impact.
- Reviewer of abstracts, proposals, articles, scholarly papers, or creative works for a reputable scholarly journal or national or international conference. Indicate role, extent of review, and number of items reviewed.

Tier Two Service and Outreach Indicators:*Leadership (academic)*

- Active involvement in college, department, or program-related lectures, exhibitions, or symposia.
- Active involvement in student recruitment (e.g., recruiting workshops, presentations at high schools and/or community colleges, 4H Discovery Days, Grandparents U., KSU Open House, etc.).
- Active participation in program activities necessary for professional accreditation and/or program development.
- A significant commitment of time on a department, college, or university task force or other special service activity (e.g., serving on a faculty senate committee) with significant outcomes or impact.
- Active/engaged advisor of student organization.
- Mentorship of undergraduate and graduate students beyond curriculum and courses (e.g. career/job placement advice, résumé/portfolio reviews) with significant outcomes or impact based on international, national, or regional recognition (linked to faculty mentoring).

Leadership (profession)

- Active participation on advisory boards or committees of regional, national, or international professional academic, or community planning/design/development-oriented organizations.
- Participation in development and/or evaluation of exams supervised by professional registration boards.
- Participation in visiting accreditation teams at other institutions.

Leadership (community)

- Citizen service position(s), related to professional expertise, in government agencies, commissions, or private non-profit entities (elected, appointed, or volunteer, with proportionate value acknowledged as appropriate by the mentoring committee).
- Civic engagement activities, such as participation on community panels or task forces; construction, implementation, or preservation work; cycling & transportation committees; arts committees; landscape restoration; etc.
- Volunteer for lectures, tours, workshops, and other community service efforts related to the candidate's professional expertise.

Grants and Awards

- Invited reviewer or juror for local or regional research grant proposals (e.g. FDA/ USRG) or regional awards program (Central States ASLA, Kansas APA, Prairie Gateway ASLA, etc.). Indicate your role, extent of review, and number of items reviewed.

Conferences and Proceedings

- Active participant in organizing or carrying out a professional or academic conference, design competition, exhibition, lecture, program, or related activities at the regional or local level.
- Reviewer of abstracts for local and regional conferences. Indicate your role, extent of review, and number of items reviewed.

Tier Three Service and Outreach Indicators:*Publications*

- Member of editorial board of international or national journal(s).

Engagement (academic)

- Active and meaningful participation in program, department, college, and/or university committees.
- Active and meaningful participation on a department, college, or university task force or other special service activity (e.g., serving on a faculty senate committee, or national student awards committee).
- Mentorship of undergraduate and graduate students beyond curriculum and courses (e.g. career/job placement advice, résumé/portfolio reviews).

Engagement (professional)

- Active engagement in regional, national, or international professional organizations.

APPENDIX B – FACULTY ANNUAL EVALUATION FORM

FACULTY ANNUAL EVALUATION

DEPARTMENT OF LANDSCAPE ARCHITECTURE and REGIONAL & COMMUNITY PLANNING
Revised and Adopted 05/11/2023.
see University Handbook C30.1

INTRODUCTION

The annual Faculty Evaluation provides an opportunity for the faculty member and Department Head to reflect upon the faculty member's accomplishments and challenges during the year within the context of a longer-term strategy. The intent is to support faculty members' growth and development as a scholar and contributor toward society by providing an assessment that rewards achievement, and addresses shortcomings.

Specific details related to Faculty Annual Evaluations are provided in Section 5, LARCP Faculty Annual Evaluation Process, of the LARCP Department Documents.

TIMELINE

Each faculty member will submit their evaluation materials by (current year Department deadline to be inserted here) and upload to (current year digital repository). The faculty member and Department Head will meet to review the evaluation materials and discuss the goals for the upcoming year. The Department Head's evaluation will be provided to the faculty member prior to the meeting.

EVALUATION SCALE

Each faculty member will be evaluated on a five-point (1 to 5) scale in eleven possible assignment categories as noted on the tables provided in the final pages of the evaluation form (see Appendix B). A Summary Evaluation score will be calculated as a weighted average reflecting the percentage of each assignment.

Faculty members are asked to consult with the Department Head if they have questions about the categories or the following agreed upon numerical evaluation:

5	Exceptional
4	Exceeds expectations
3	Met overall expectations
2	Below overall expectations
1	Eligible for chronic low achievement

DOCUMENT SECTIONS

There are seven sections in the evaluation document. The faculty member completes parts 1 to 5. (Non-tenure track faculty should refer to the responsibilities in the letter of expectation at time of hire.) The Department Head provides comments and directions on Parts 2 through 5 and completes Parts 6 and 7.

Please refer to the P&T documents for an expanded description of indicators.

“Prompts” are provided for each section. Delete any prompts and/or sub-sections that are not relevant.

1. Strategic Overview
2. Teaching
3. Research, Scholarship, and Creative Activities (RSCA)
4. Service
5. Other: Professional Activities & Administration
6. Department Head's Assessment
7. Department Head's Summary and Direction

Faculty Annual Evaluation

CHECKLIST

Each faculty member will be provided four (4) separate subfolders to upload the following materials to on the designated digital repository. The following checklist is provided as a convenience and is not required.

1) **Annual Faculty Evaluation** (this document — in main folder, no subfolder)

- | | |
|---|---|
| <input type="checkbox"/> 1. Strategic Overview | <input type="checkbox"/> 4. Service |
| <input type="checkbox"/> 2. Teaching | <input type="checkbox"/> 5. Other: Professional Activities & Administration |
| <input type="checkbox"/> 3. Research, Scholarship, Creative Activities (RSCA) | <input type="checkbox"/> 6. Summary Comments |

2) **RSCA** (sub-folder)

Research, scholarship, and creative activity documents (examples of projects, articles, etc.)

- _____
- _____
- _____
- _____
- _____
- _____
- _____

3) **Teaching Evaluations** (TEVALs and/or IDEA) (sub-folder)

Provide a PDF for each class taught. *Comments from students are not required but may be included.*

(Do not include report, thesis, and dissertation classes, e.g. LAR 705, LAR 899 and PLAN 899)

- | | |
|--|--|
| <input type="checkbox"/> Fall Course 1 _____ | <input type="checkbox"/> Spring Course 1 _____ |
| <input type="checkbox"/> Fall Course 2 _____ | <input type="checkbox"/> Spring Course 2 _____ |
| <input type="checkbox"/> Fall Course 3 _____ | <input type="checkbox"/> Spring Course 3 _____ |

4) **Mentor Meeting Report(s)** (sub-folder) — tenure track faculty only [Provide a PDF of signed report(s)]

5) **Student Work** (sub-folder)

Provide at least three examples of student work for each class taught. In preparation for accreditation visits, please include a range of work labeled with A, B or C at the end of the file name.

- | | |
|--|--|
| <input type="checkbox"/> Fall Course 1 _____ | <input type="checkbox"/> Spring Course 1 _____ |
| <ul style="list-style-type: none"> • Images • Problem statements • Supplemental information | <ul style="list-style-type: none"> • Images • Problem statements • Supplemental information |
| <input type="checkbox"/> Fall Course 2 _____ | <input type="checkbox"/> Spring Course 2 _____ |
| <ul style="list-style-type: none"> • Images • Problem statements • Supplemental information | <ul style="list-style-type: none"> • Images • Problem statements • Supplemental information |
| <input type="checkbox"/> Fall Course 3 _____ | <input type="checkbox"/> Spring Course 3 _____ |
| <ul style="list-style-type: none"> • Images • Problem statements • Supplemental information | <ul style="list-style-type: none"> • Images • Problem statements • Supplemental information |

FACULTY ANNUAL REPORT

DEPARTMENT OF LANDSCAPE ARCHITECTURE and REGIONAL & COMMUNITY PLANNING

Year: YYYY-YYYY

Name: NAME

Rank: RANK

1. Strategic Overview

Please provide a **one-page** introduction summarizing your overall strategy related to teaching, scholarship, service and, if appropriate, professional activities and/or administration. This section is intended to provide the big picture perspective of what you do, why you do it, what motivates you and what you hope it will accomplish (this is not about self-promotion, rather, it is oriented toward your contribution to society and the departmental mission). Bulleted lists and concise statements are appropriate.

--

2. Teaching

Workload Assignments (provided by Department Head and confirmed by faculty member. Please highlight changes in red.)

Fall YYYY	Credit Hours	Contact Hours	No. of Students	UG or G	FTE Cr Hrs x # Students/ 15 for UG 9 for Grad	Other Faculty	Share of FTE

Spring YYYY	Credit Hours	Contact Hours	No. of Students	UG or G	FTE Cr Hrs x # Students/ 15 for UG 9 for Grad	Other Faculty	Share of FTE

Summer YYYY	Credit Hours	Contact Hours	No. of Students	UG or G	FTE Cr Hrs x # Students/ 15 for UG 9 for Grad	Other Faculty	Share of FTE

Student Advisement and Supervision

Master's Reports

Major Professor:

Student name:

1.	5.
2.	6.
3.	7.
4.	8.

Master's Thesis

Major Professor:

Student name:

1.	4.
2.	5.
3.	6.

PhD Committee

Committee Member:

Student name:

1.
2.
3.

Faculty Mentor to Faculty Member

1.
2.
3.

Developing Scholar Mentor

Student name:

1.
2.
3.

Please refer to the P&T documents for a more detailed description of indicators.

Tier 1

Tier 2

Tier 3

Other (not indicated in Appendix A):

Teaching Goals from Last Year

Please copy and paste teaching goals from last year's Annual Evaluation.

Personal Reflection

Overall, how satisfied are you with your accomplishments this year? Reference objectives stated in last evaluation, self-stated objectives and Department Head comments, and refer to your overall strategy related to teaching, scholarship and service.

Teaching Goals for Next Year

Objectives should be described in sufficient detail that their outcomes are measurable.

3. Research, Scholarship, and Creative Activity (RSCA)

Refer to the P&T documents for a more detailed description of indicators.

Please provide full citations.

Tier 1

Tier 2

Tier 3

Other (Not included in Appendix A)

RSCA Goals from Last Year

Please copy and paste RSCA goals from last year's Annual Evaluation.

Personal Reflection

Overall, how satisfied are you with your accomplishments this year? Reference objectives stated in last evaluation, self-stated objectives and Department Head comments, and refer to your overall strategy related to teaching, scholarship and service.

RSCA Goals for Next Year

Objectives should be described in sufficient detail that their outcomes are measurable.

4. Service and Outreach

Please refer to the P&T documents for a more detailed description of indicators.

Tier 1

Tier 2

Tier 3

Other (Not indicated in Appendix A)

Service Goals from Last Year

Please copy and paste teaching goals from last year's Annual Evaluation.

Personal Reflection

Overall, how satisfied are you with your accomplishments this year? Reference objectives stated in last evaluation, self-stated objectives and Department Head comments, and refer to your overall strategy related to teaching, scholarship and service.

Service Goals for Next Year

Objectives should be described in sufficient detail that their outcomes are measurable.

5. Other: Professional Activities & Administration

Professional Service

Professional Service and/or Consultation Activities

-
-
-

Professional Awards or Commendations

-
-
-

Attendance at Professional Conference

-
-
-

Other Professional Development Activities

-
-

Professional Activity Goals for Next Year

Objectives should be described in sufficient detail that their outcomes are measurable.

Administration

Administration Goals for Next Year

Objectives should be described in sufficient detail that their outcomes are measurable.

DEPARTMENT HEAD REPOSE TO FACULTY ANNUAL EVALUATION
DEPARTMENT OF LANDSCAPE ARCHITECTURE and REGIONAL & COMMUNITY PLANNING

Year: YYYY-YYYY

Name: NAME

Rank: RANK

This document provides comments and direction in response to faculty self-reporting and evaluation of progress toward goals. The two documents, combined, comprise the Faculty Annual Evaluation.

1. Strategic Overview

2. Teaching

<p>DEPARTMENT HEAD'S COMMENTS AND DIRECTION:</p>	<p>A: Undergraduate Instruction</p>
	<p>_____ % x _____ = _____</p>
	<p>weighting x evaluation = Total</p>
	<p>B: Graduate Instruction _____</p>
	<p>_____ % x _____ = _____</p>
<p>weighting x evaluation = Total</p>	
<p>C: Academic Advising - Undergraduates</p>	
<p>_____ % x _____ = _____</p>	
<p>Weighting x evaluation = Total</p>	
<p>D: Academic Advising - Graduates</p>	
<p>_____ % x _____ = _____</p>	
<p>Weighting x evaluation = Total</p>	

3. Research, Scholarship, and Creative Activity (RSCA)

DEPARTMENT HEAD'S COMMENTS AND DIRECTION:	E: Dept. Funded Scholarship _____ % x _____ = _____ Weighting x evaluation = Total _____ F: Other Funded Scholarship _____ % x _____ = _____ weighting x evaluation = Total _____
--	--

4. Service and Outreach

<p>DEPARTMENT HEAD'S COMMENTS AND DIRECTION:</p>	<p>G: Public Service</p> <p>_____ % x _____ = _____</p> <p>weighting x evaluation = Total</p>
	<p>H: University/Department Service</p> <p>_____ % x _____ = _____</p> <p>weighting x evaluation = Total</p>

5. Other: Professional Activities & Administration

<p>DEPARTMENT HEAD'S COMMENTS AND DIRECTION:</p>	<p>I: Professional Service</p> <p>_____ % x _____ = _____</p> <p>weighting x evaluation = Total</p>
	<p>J: Professional Development</p> <p>_____ % x _____ = _____</p> <p>weighting x evaluation = Total</p>

<p>DEPARTMENT HEAD'S COMMENTS AND DIRECTION:</p>	<p>L: Academic Administration</p> <p>_____ % x _____ = _____</p> <p>weighting x evaluation = Total</p>
---	---

6. Department Head Assessment YYYY-YYYY

	% Weight	Evaluatio n	Total
Teaching Effectiveness			
A: Undergraduate Instruction	0	0	0
B: Graduate Instruction	0	0	0
C: Academic Advising – Undergraduates	0	0	0
D: Academic Advising – Graduates	0	0	0
Research, Scholarship, and Creative Activity			
E: Dept. Funded Scholarship	0	0	0
F: Other Funded Scholarship	0	0	0
Public and Institutional Service			
G: Public Service	0	0	0
H: University/Department Service	0	0	0
Professional Activities			
I: Professional Service	0	0	0
J: Professional Development	0	0	0
Administration			
L: Academic Administration	0	0	0
TOTAL	0	0	0


5. Exceptional
4. Exceeds expectations
3. Met overall expectations
2. Below overall expectations
1. Eligible for chronic low achievement

The overall evaluation for YYYY-YYYY is _____.

7. Department Head Summary and Directions from last year

Objectives for the Next Year YYYY-YYYY

	% Weight
Teaching Effectiveness	
A: Undergraduate Instruction	
B: Graduate Instruction	
C: Academic Advising - Undergraduates	
D: Academic Advising - Graduates	
Research, Scholarship, and Creative Activity	
E: Dept. Funded Scholarship	
F: Other Funded Scholarship	
Public and Institutional Service	
G: Public Service	
H: University/Department Service	
Professional Activities	
I: Professional Service	
J: Professional Development	
Administration	
L: Academic Administration	
TOTAL	0

Department Head's Summary and Directions for YYYY-YYYY**Acknowledgement**

The annual written review is used to support recommendations for merit salary increases and to plan future commitments to the department. The report is based on each faculty member's self-evaluation and on other data, and it is reviewed by each individual faculty member. A signature is required to acknowledge the opportunity for review and does not necessarily signify agreement.

Faculty Member Signature/Date:

Department Head Signature/Date:

APPENDIX C – STAFF ANNUAL EVALUATION FORMS

APDESIGN EMPLOYEE EVALUATION

Employee		Evaluation year	
Position		Supervisor	

RATING

Exceptional
 Exceeds Expectations
 Meets Expectations
 Needs Improvement
 Unsatisfactory

EVALUATION

AREAS FOR DEVELOPMENT

GOALS AND OBJECTIVES FOR NEXT EVALUATION PERIOD

SIGNATURES/DATE

Employee		Supervisor	
Dean		Associate Dean (if applicable)	

Employee has the opportunity to provide a written response regarding any unresolved issues to the supervisor and Dean within seven working days. Signature does not imply agreement with the content of the review. It only indicates the employee is aware of the information contained herein.