



Kansas State University School of Music, Theatre, and Dance

Personnel Review and Evaluation Standards/Procedures

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II. Introduction

The School of Music, Theatre, and Dance develops creative leaders and critical thinkers through:

- Student-centered education in the performing arts.
- Flexible, multi-disciplinary curriculum.
- High-quality performance, research, and outreach.

III. Faculty Identity

The faculty of the School of Music, Theatre, and Dance consist of the following ranks as regular or term appointments:

- Professor, Associate Professor, Assistant Professor (probationary or tenured)
- Instructor, Advanced Instructor, Senior Instructor
- Professor of Practice, Senior Professor of Practice
- Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor

IV. Performance Evaluations

IV A. INTRODUCTION TO THE EVALUATION PROCESS

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

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

As a part of each year’s annual review process, the school director will prepare a written evaluation for each faculty and professional staff person, whether full- or part-time, regular or term ([University Handbook, C46.1](#)). Additionally, the school director will meet with each faculty and professional staff person to discuss the written evaluation.

IV B. MINIMUM-ACCEPTABLE LEVEL OF PRODUCTIVITY

Members of the School of Music, Theatre, and Dance strive to pursue excellence as creative scholars and instructors. This endeavor necessitates a diversity of responsibilities and duties for each faculty member to the Program, School, and University; however, regardless of position or rank, each faculty member is expected to meet the following minimum-acceptable level of productivity in each of the areas of Teaching, RSCAD, Service, and Collegiality:

IV B.1. TEACHING

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

Teaching is central to the mission of the School and is therefore a significant criterion in individual workloads and assignments. Special care should be taken to make sure that the load allocations are as accurate as possible.

IV B.2. RESEARCH, SCHOLARLY AND CREATIVE ACTIVITY, AND DISCOVERY (RSCAD)

- engaging in RSCAD that facilitates an ability to remain current in area(s) of instruction;
- maintaining appropriate research, scholarship, creative activity, and discovery efforts;
- articulating goals and objectives in accordance with School policy and demonstrating how these goals and objectives have been realized;

IV B.3. SERVICE

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

- contribute positively to the Program and School by attending faculty meetings;

- accept appropriate committee assignments;
- assist with appropriate outreach activities of the School, including recruiting new students to meet the enrollment needs as guided by School faculty and administration.

IV C. FACULTY WORKLOAD

As stated in [C1](#) of the University Handbook, faculty members are responsible for the major university endeavors of “teaching, research and other creative activities. . .directed service, and non-directed service.” These responsibilities not only vary by faculty member, but also by program within the School of Music, Theatre, and Dance. Faculty responsibilities are measured in Contact Hours, representing the clock hours of directed instruction, RSCAD, and service (see [IV C.1.a. Contact Hours](#)).

Based on the clock hours in each area of evaluation (Teaching, RSCAD, and Service) in comparison to the whole, a representative load percentage for each area can be determined (see [IV C.9. FACULTY LOAD PERCENTAGES](#)).

IV C.1. INSTRUCTIONAL WORKLOAD FORMULA AND ADJUSTMENTS

The school director will communicate instructional workload each semester, as a part of the faculty load report. Faculty instructional workload is calculated by the equivalency of contact hours. A full-time instructional workload is a minimum of nine contact hours, but may approach or exceed twelve contact hours per semester based on program-critical needs as determined by the associate directors and school director.

The purpose in determining faculty instructional workload, as outlined below, is to establish minimum levels of faculty contribution to program-critical activities, identify faculty overloads, and offer a comparable metric to assess faculty contributions among the disciplines of Music, Theatre, and Dance.

IV C.1.a. *Contact Hours*

One contact hour is intended to represent three clock hours of work per work week: one working hour of teaching (assessed in 50-minute length class periods), one working hour of preparation, and one working hour of grading and assessment. Some faculty may have responsibilities or activities that qualify for Instructional Reassignment (see [IV C.5. INSTRUCTIONAL REASSIGNMENT](#)) where faculty activities and workload are reassigned as teaching, RSCAD, or service responsibilities.

Although sometimes confused, Contact Hours (a measure of faculty instruction) and Credit Hours (a measure of educational credit for a student) are different concepts. This document and formulae only consider instructional workload using the Contact Hour definition above, as it is directly related to faculty responsibilities and time worked.

IV C.1.b. *Overloads*

In some cases, a faculty member may have an overload; however, without the faculty member offering a minimum of six contact hours (typically 2 courses) each semester in their area of expertise, it is impossible to maintain and grow participation in the area. When instances of prolonged overloads are noted, the associate directors work together with the school director to find solutions. Communication is necessary throughout the administrative structure of the School to identify resources that can eventually bring overloads in one area back into a better distribution among the three areas of evaluation.

IV C.2. MUSIC

The Music Program follows the guidelines of its specialized accreditor, the National Association of Schools of Music (NASM) for determining instructional workloads. Guidelines of the NASM Handbook are as follows (NASM 2016-17 Handbook, II.E.4.a-b):

1. Faculty loads shall be such that faculty members are able to carry out their responsibilities effectively.
2. Faculty members, according to their title and job description, shall have adequate time to provide effective instruction; advise and evaluate students; supervise projects, research, and dissertations; continue professional growth; and participate in service activities.
3. Classroom instruction in lecture/seminar format is weighted differently from private studio lessons in calculating the teaching component of faculty loads. Normally, the upper limit for a full load for classroom instruction in a lecture/seminar format is approximately 12 contact hours per week; for private studio instruction, approximately 18 contact hours per week (see [IV C.2.a. Program Course Equivalency](#)).
4. Music faculty teaching only classroom/seminar courses should have their load determined in the same way as faculty in other departments of the institution.

IV C.2.a. *Program Course Equivalency*

Per NASM guidelines, private studio instruction is .66 contact hours per student taking an hour lesson and .33 contact hours per student taking a half-hour lesson. *Studio classes are considered a responsibility of private studio instruction and not calculated in a faculty instructional load.*

Ensembles of any size that are directly led or conducted by a faculty member, including ensembles using student conductors, as long as the faculty member is substantially present throughout the rehearsal, are considered lecture/seminar courses and are given the full equivalent number of contact hours per week. Ensembles of any size that are indirectly led or coached by a faculty member are given the equivalent weight of .66 contact hours per ensemble.

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

IV C.2.b. Enrollment Considerations

Courses that carry course numbers of 500 or higher and have an enrollment of twenty students or higher will have one contact hour added to the professor's contact hour total. Music 230, 320, and 360 (Theory 2-4) also have one hour added to their contact hours when enrollment reaches or exceeds twenty-five students. For courses where a GTA is assigned, the extra contact hour will not be calculated into a faculty instructional load.

Lecture/seminar course sections are defined as "low enrolled" if the section has fewer than four students. In this case, every effort will be made to combine sections or offer the section in a subsequent semester. If this is not possible, the instructional load will be calculated at .66 per contact hour, or per student if taught as an independent study.

Independent studies and serving as the primary advisor of a thesis or dissertation are calculated the same as private studio instruction, i.e., .66 per independent study or thesis/dissertation. A faculty member supervising the preparation of a student recital is considered a responsibility of private studio instruction and not calculated in a faculty instructional load. Serving on a thesis or dissertation committee is considered a service not a teaching activity.

IV C.3. THEATRE AND DANCE

Non-tenure track faculty whose primary responsibility is classroom instruction, in deference to shop supervision or shop management, will be expected to carry the equivalent of a twenty-four contact hour instructional load per academic year.

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

Instructional load for courses are calculated per weekly contact hour. Courses that carry course numbers of 500 or higher and have an enrollment of twenty students or higher will have one contact hour added to the professor's contact hour total. For courses where a GTA is assigned, the extra contact hour will not be calculated into a faculty instructional load. Course sections are defined as "low enrolled" if the section has fewer than four students. In this case, every effort will be made to combine sections or offer the section in a subsequent semester. If this is not possible, the instructional load will be calculated at .66 per contact hour.

As determined by the faculty member and approved by the associate director and school

director, Theatre/Dance faculty who are the practicum coordinator for student production assignments are credited at .66 contact hours per student for large scale student production assignments and small scale student production assignments are credited at .33 contact hours per student. Examples of student production assignments include, but are not limited to, directing, designing sets, lights, costumes, sound, technical direction, stage management, assistant stage management, props, projections, makeup, and wigs.

A full-time instructional workload is a minimum of six contact hours, but may approach or exceed twelve contact hours per semester based on program-critical needs as determined by the associate directors and school director.

IV C.4. FACULTY INSTRUCTIONAL LOAD FORMULA

The following formula shall be used to determine Contact Hours for Faculty Instructional Load.

Instructional Category	Examples	Faculty Instructional Load CONTACT HOURS
Lecture/Seminar or Classroom Instruction		1 per weekly teaching hour*
	Low Enrolled Course <4 students	.66 per weekly teaching hour
Private Studio	1-hour private lesson	.66 per student
	Half-hour private lesson	.33 per student
Ensembles and Productions	Directed Ensembles	1 per weekly teaching hour
	Non-directed Ensembles	.66 per ensemble
	Marching Band	8
	Mainstage Director	3 Instructional Contact Hours per production
		3 RSCAD Instructional Reassignment Contact Hours per production
	Choreographer	1 per weekly teaching hour
Individual Instruction	Thesis/Dissertation, Advisor	.66 per student
	Student Teaching Internship Supervisor	1 per student
	Pedagogy Internship Supervisor	.33 per student
	Independent Study, Directed Study, or Student Production Practicum Coordinator	.33 - .66 per student (determined by size of assignment)

* one teaching hour is equivalent to the typical 50-minute class period (see [IV C.1.a. Contact Hour](#))

IV C.5. INSTRUCTIONAL REASSIGNMENT

Faculty frequently engage in extensive activities that support productions, academic programs, involve significant research and scholarship, or provide directed service to the School. Awarding reassigned time provides faculty with greater opportunity and flexibility to engage in these activities and represent this contribution in their annual load report.

Instructional Reassignment is part of a faculty member’s instructional workload, is calculated in Contact Hours, and is work within a specific area of the faculty workload: Service, RSCAD, or Teaching (see [IV C.9. FACULTY LOAD PERCENTAGES](#) for expected levels of contribution).

The following activities are credited with instructional reassignment in TEACHING:

Activity	Examples	Instructional Reassignment Equivalency in TEACHING
Academic Advising	Lead Academic Advisor	3 contact hours per semester

The following activities are credited with instructional reassignment in RSCAD:

Activity	Examples	Instructional Reassignment Equivalency in RSCAD
Designer	Scenic, Costume, Lighting, Sound	3 contact hours per production 1 per second stage production/reading
Production	Technical Director	3 contact hours per production 1 per second stage production/reading
	Student Stage Manager Coordinator	3 contact hours per production 1 per second stage production/reading
Special Project	see IV C.6.a. Special RSCAD Project	Varies

The following activities are credited with instructional reassignment in SERVICE:

Activity	Instructional Reassignment Equivalency in SERVICE
Associate Director	3 contact hours per semester
Coordinator of Graduate Studies	3 contact hours per semester
Production Manager	1-3 contact hours per production
Marketing Coordinator	3 contact hours per semester
Service activities that go well beyond the expectation of a faculty member: heavy recruitment activities, heavy committee membership responsibilities, heavy division/area responsibilities, travel necessary for faculty assignment	Varies (see IV C.7. SERVICE REASSIGNMENT)

IV C.6. RSCAD REASSIGNMENT

As resources are available and the enrollment needs of the School are met, Instructional Reassignment in RSCAD will be granted at the discretion of the school director in consultation with a faculty member as part of the Annual Evaluation process. This reassignment is for RSCAD activities that go well above the expectation of a faculty member and includes Designers, Technical Directors, and Stage Manager Coordinators (see [IV C.5. Instructional Reassignment Equivalency](#) in RSCAD).

IV C.6.a. *Special RSCAD Project*

Faculty may request an instructional reassignment in order to complete research, scholarship, creative activity, and/or discovery. As resources are available and the enrollment needs of the School are met, a faculty member can receive an instructional reassignment of up to 3 Contact Hours, equivalent to one 3-hour course, in the fall and/or spring semester each academic year.

The RSCAD project can be ongoing in multiple years, but must result in a tangible product. Faculty should submit a “Request for RSCAD Reassignment Form,” found on the MTD website, to the school director no later than March 31 to be considered for an instructional reassignment in the upcoming academic year. The school director, in consultation with the associate director and division chair, will notify faculty if their request has been approved no later than May 15.

IV C.7. SERVICE REASSIGNMENT

As resources are available and the enrollment needs of the School are met, Instructional Reassignment for service will be granted at the discretion of the school director in consultation with a faculty member as part of the Annual Evaluation process. This reassignment is for service activities that go well above the expectation of a faculty member and includes, but not limited to, associate director, chair of graduate studies, heavy recruitment activities (including a “start-up” reassignment for new studio faculty), travel that is necessary for a faculty member’s explicit assignment, and heavy committee membership responsibilities (see [IV C.1. INSTRUCTIONAL REASSIGNMENT](#)). Chairing or leading a division area may be eligible for reassignment in consultation with the school director.

IV C.8. TEACHING REASSIGNMENT

As resources are available and the enrollment needs of the School are met, Instructional Reassignment for teaching will be granted at the discretion of the school director in consultation with a faculty member as part of the Annual Evaluation process. As stated previously, in some cases, a faculty member may have an overload; however, without the faculty member offering a minimum of six contact hours (typically 2 courses) each semester in their area of expertise, it is impossible to maintain and grow participation in the area. This reassignment is for teaching activities that go well above the expectation of a faculty member and includes Academic Advising (see [IV C.1. INSTRUCTIONAL REASSIGNMENT](#)).

Adjustments for all Instructional Reassignments must be negotiated with the school director and relevant associate director. Decisions will be based on the needs of the faculty member relative to the Program and School.

IV C.9. FACULTY LOAD PERCENTAGES

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

In terms of load, the total of the three areas (teaching, RSCAD, and service) must equate to 100% for full-time faculty. It should be noted that there is no "typical" load designation and that faculty must communicate with their respective associate director with the realization that the administrators must deliver the curricula and performance obligations of the programs. The determination of faculty load percentages occurs as a part of the Annual Evaluation Process (see [Section V](#)). For tenure-track faculty, all three areas of a faculty workload is expected annually, and no one area can be assigned a percentage below 10%.

Below is a recommendation for load percentages based on faculty-assigned responsibilities:

Teaching (see IV C.1. INSTRUCTIONAL WORKLOAD FORMULA)	Equivalent of greater than 12 contact hours per week	65-80%
	Equivalent of 9-12 contact hours per week	60-75%
	Equivalent of 6-9 contact hours per week	45-60%
	Equivalent of fewer than 6 contact hours per week	30-45%
Research, Scholarship, Creative Activity, Discovery	Instructional reassignment for RSCAD or production equivalent to 6 contact hours per week	30-45%
	Instructional reassignment for RSCAD or production equivalent to 3 contact hours per week	20-30%
	Expected levels of RSCAD	10-20%
Service	Instructional reassignment for Service equivalent to 3 contact hours per week	20-30%
	Expected levels of Service	10-20%

V. Annual Evaluation Process

The school director, in consultation with the School's Annual Evaluation Committee and, if available, outside experts in the evaluated field will determine the relative merit of faculty members' activities in the areas of Teaching, RSCAD, and Service. These assessments are based on the faculty members' progress viewed relative to their one- and five-year goals, load report, and contribution to each listed activity.

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

The school director will recommend a salary adjustment for each person evaluated. The recommended percentage increases based on the annual evaluation for persons with higher levels of accomplishment shall exceed those for persons with lower levels of accomplishment. If merit salary categories are utilized, then the percentage recommended for persons in the first category will be higher than those for the second category, which in turn shall exceed those for level of accomplishment in the third category, etc. As a rough guide, average percentage increases in the highest category are expected to be about twice those in the lowest category; this ratio is expected to fluctuate both with the degree to which members of the unit differ in effectiveness and with the degree to which funds are available ([University Handbook, C46.2](#)).

V A. ANNUAL EVALUATION TIMELINE AND PROCEDURES

September 15: All faculty members, tenure-track and non-tenure-track, submit to the school director a portfolio summarizing their activities for the preceding academic year. The file must include an annual summary of significant effort in Teaching, RSCAD, and Service from August 15 of the previous year to August 14 of the current year (See [V.C. ANNUAL EVALUATION PORTFOLIO DOCUMENTATION](#)).

October-November: The Annual Evaluation Committee, associate director, and the school director read the portfolios and make individual assessments on each faculty. On the Friday before Fall Break, the Annual Evaluation Committee and the school director will convene in a meeting to report on faculty assessments as scheduled by the school director. (Annual Evaluation Committee members will find a substitute instructor/guest lecturer for class/lesson meetings or cancel/reschedule them).

Faculty receive scores from the school director and members of the Annual Evaluation Committee ranging from 5 to 1:

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

See [Section IV](#) for expectations in each of the three evaluation categories (Teaching, RSCAD, Service).

January-February: Each faculty member and the school director determine load percentages in each category, and these percentages must equal 100%. The scores from the school director and each member of the Annual Evaluation Committee are averaged in each of the three evaluations areas and then prorated by the area percentages.

Based on the final calculation, an overall rating will be given to each faculty member:

well above expectations = 4.500 – 5.000
above expectations = 3.500 – 4.449
at expectations = 2.500 – 3.499
below expectations = 1.500 – 2.499
well below expectations = 0.000 – 1.499

The overall rating and the overall raw scores are reported to the dean. Summary letters are submitted to the faculty in advance of meeting with the school director. Faculty members may rebut the evaluation. Rebuttals must be submitted in writing directly to the school director. If rebuttals remain unresolved, faculty members may articulate their position in writing along with supporting documentation to the dean.

Each faculty member meets individually with the school director during the second week of the spring semester to review the evaluation, determine load percentages from the evaluation year and upcoming year to be assigned by the school director, and discuss any adjustments to one- and five-year goals, if necessary. Faculty members receive their original evaluations and a photocopy. At that time, faculty members are asked to sign the evaluation indicating the meeting has taken place, and return the original to the school director. Original documents are submitted to the dean and copies of the evaluations are kept in the school personnel file.

V B. ANNUAL EVALUATION COMMITTEE MEMBERSHIP

The School of Music, Theatre, and Dance Annual Evaluation Committee consists of seven members from the ranks of tenure-track assistant professor with three years of experience and/or a mid-tenure review (an exception may be made for programs with a smaller number of faculty) and tenured associate and professors in one-year terms. Election of six committee members will occur at the beginning of the fall semester of the evaluation period by faculty vote by all tenure-track assistant and tenured associate and professors in the School. One music faculty member is appointed by the school director to ensure equitable representation. After serving on the committee, members are excused from serving for one year. These members will be:

1. Dance Faculty
2. Theatre Faculty
3. Theatre Faculty
4. Music Faculty: Music Education or Music Theory/History/Composition
5. Music Faculty: Music Ensemble Director
6. Music Faculty: Combined Applied
7. Music Faculty: Appointed by school director from any division

As the associate directors will consult with the school director, associate directors will not serve on the Annual Evaluation Committee with the exception of the associate director of Dance.

V C. ANNUAL EVALUATION PORTFOLIO DOCUMENTATION

Portfolios should be submitted in an electronic format so that the Annual Evaluation Committee can easily view them. If a faculty member is unable to provide electronic versions of "Optional Materials" (see [XII. APPENDIX A](#)) due to the nature of the artifact, this part of the portfolio can be submitted in a three-ring binder to the MTD office.

- I. Description of Responsibilities During Evaluation Period.
 - A. Load Report (provided to each faculty by the school director)

- II. Statement of Goals
 - A. Reflective statement summarizing accomplishment of previous One Year goals (maximum two-page summary)
 - B. Statement of upcoming One Year goals (maximum one page)
 - C. Statement of upcoming Five Year goals (maximum one page)

- III. Teaching Activities
 - A. Complete Teaching Activities Table
 - B. Reflective statement highlighting Teaching achievements during the evaluation period (maximum one page)

- IV. Research, Scholarship Creative Activities, and Discovery
 - A. Complete RSCAD Activities Table
 - B. Reflective statement highlighting RSCAD achievements during the evaluation period (maximum one page)

- V. Service Activities
 1. Complete Service Activities Table
 2. Reflective statement highlighting Service achievements during the evaluation period (maximum one page)

- VI. Supplementary Materials
 - A. Required Materials
 1. TEVALs
 2. Detailed Curriculum Vitae
 3. Syllabi for all courses taught during evaluation period
 - B. Optional Materials (See [XII. APPENDIX A](#))

VI. Reappointment Evaluation

VI A. REAPPOINTMENT TIMELINE AND PROCEDURE FOR ALL FACULTY

All non-tenure-track faculty and probationary tenure-track faculty members must go through the reappointment process. Until a tenure-track faculty member is tenured, they are regarded as probationary. As annual evaluations consider only the faculty member's performance during an academic year, reappointment evaluations take into consideration the faculty member's cumulative body of work leading to consideration for promotion "to provide opportunity to assess a candidate's ability to contribute to the expertise and the versatility expected of the faculty at Kansas State University" ([University Handbook, C91](#)).

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

The following timeline shall serve as the reappointment procedure for non-tenure-track faculty and probationary tenure-track faculty.

September 15:

Faculty members (except those in their first academic year) submit annual evaluation materials. Select annual evaluation documents requested by the school director often serve as the foundation for reappointment for probationary tenure-track faculty in their second academic year and non-tenure-track faculty.

October-November:

Tenured faculty members from the candidate's program (music or theatre/dance) review the reappointment materials of probationary tenure-track faculty in their second academic year and all non-tenure-track faculty, (except those in their first academic year). Recommendation letters are requested from all tenured faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's reappointment materials are made available, the tenured faculty members from the candidate's program (music or theatre/dance) meet to discuss and vote on reappointment. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide narrative justifying their vote as appropriate. The school director then reports the findings and the vote in a narrative letter to the dean. Based on the outcome of the vote, school director's narrative, and supporting materials, the dean determines the status of reappointment.

December 15:

Probationary tenure-track and non-tenure-track faculty members in their first academic year submit annual evaluation materials (these materials may likely represent only one

semester of work at KSU). Select annual evaluation documents requested by the school director often serve as the foundation for reappointment.

January:

Tenured faculty members from the candidate's program (music or theatre/dance) review the probationary reappointment materials of probationary tenure-track and non-tenure-track faculty in their first academic year. Recommendation letters are requested from all full-time faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's reappointment materials are made available, the tenured faculty members from the candidate's program (music or theatre/dance) meet to discuss and vote on reappointment. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. The school director then reports the findings and the vote in a narrative letter to the dean. Based on the outcome of the vote, school director's narrative, and supporting materials, the dean determines the status of reappointment.

March:

Tenured faculty members from the candidate's program (music or theatre/dance) review the reappointment materials of probationary tenure-track faculty with two years or more of service. Recommendation letters are requested from all full-time faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's reappointment materials are made available, the tenured faculty members from the candidate's program (music or theatre/dance) meet to discuss and vote on reappointment. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. The school director then reports the findings and the vote in a narrative letter to the dean. Based on the outcome of the vote, school director's narrative, and supporting materials, the dean determines the status of reappointment.

May-July:

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

VI B. MID-TENURE REVIEW PROCEDURES

Tenure-track faculty members participate in a formal review approximately mid-way through the probationary period of employment. Unless stated otherwise in their contract, the mid-tenure review shall take place during the third year of appointment ([University Handbook, C92.1](#)).

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

March:

The candidate submits to the school director materials for review by tenured faculty. Materials should include Sections I-IX of the "Promotion and Tenure Documentation," including Supporting Documentation and be presented in a form that most effectively communicates their work (hard copy, electronic copy, CD/DVD, multimedia, etc.). Only materials representing work since the appointment to their current rank at Kansas State University may be considered. Finally, materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours. Guidelines for the organization and format of Tenure and Promotion Documentation can be found at <http://www.k-state.edu/provost/resources/dhmanual/promotion/promotio.html>. The candidate's materials are made available for review by tenured faculty from the candidate's program (music or theatre/dance) at the promoted rank or higher sought by the candidate ([University Handbook, C112.3, C152.3](#)).

Recommendation letters are requested from all full-time faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's promotion/tenure materials are made available, eligible faculty members from the candidate's program (music or theatre/dance) meet to discuss promotion/tenure. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. This group may ask to meet with the candidate. At the conclusion of the meeting, the faculty members submit their recommendations to the school director ([University Handbook, C112.3-4, C152.3-4](#)).

April:

The school director submits the recommendation of eligible faculty members from the candidate's program (music or theatre/dance), the school director's recommendation, and mid-tenure review materials for the dean. Based on the outcome of the vote, school director's narrative, and mid-tenure materials, the dean determines the status of reappointment.

Further information on mid-tenure review may be found in the [University Handbook, section C92.2-3](#).

VII. Promotion and Tenure

VII A. PROMOTION AND TENURE PROCEDURES AND TIMELINE

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

Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the provision that when, after a term of probationary service of more than three years in one or more institutions, a person is to be appointed as a faculty member at Kansas State University, it may be agreed in writing that their new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years; except, when the interest of both parties may best be served by mutual agreement at the time of the initial employment, Kansas State University may agree to allow for more than four years of probationary service provided the probationary period at Kansas State University does not exceed seven years. Notices should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period ([University Handbook, C73](#)).

Faculty members on probationary appointments who have met the criteria and standards for tenure prior to the above maximum times may be granted early tenure. Because candidates may be considered for tenure at any time during their probationary period, no time credit shall be granted for service prior to employment at Kansas State University ([University Handbook, C82.4](#)).

Forms pertaining to promotion and tenure can be accessed via the provost's Office website: (<http://www.k-state.edu/academicpersonnel/depthead/manual/promotion/promotio.html>). The following approximate timeline refers to the academic year the promotion process is initiated:

July:

The candidate should provide the school director with names, titles, contact information, and short biographies of five people to be considered as external evaluators for their promotion/tenure materials. The promotion/tenure process requires three external evaluators; the additional names may be called upon if others cannot participate. Generally, the candidate and the school director each select at least one of the external evaluators ([University Handbook, C112.2](#)).

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

August:

The candidate should have their materials prepared for the external evaluators. Materials should include Sections I-IX, including Supporting Documentation and be presented in a form that most effectively communicates the faculty member's work (hard copy, electronic copy, CD/DVD, multimedia, etc.). Only materials representing work since the appointment to the faculty member's current rank at Kansas State University may be considered. Finally, materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours. Guidelines for the organization and format of Tenure and Promotion Documentation can be found at <http://www.k-state.edu/provost/resources/dhmanual/promotion/promotio.html>.

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

An additional copy (if submitted as hard copy) of the promotion materials should be provided to the school's administrative officer for review by the tenured faculty from the candidate's program (music or theatre/dance) at the promoted rank or higher sought by the candidate. This copy may include supplemental details not included in the materials sent to the external evaluators.

September:

Letters are solicited from external evaluators by the school director ([University Handbook, C152.2](#)).

October:

If not available already, the candidate's promotion/tenure materials are made available for review by tenured faculty from the candidate's program (music or theatre/dance) at the promoted rank or higher sought by the candidate ([University Handbook, C112.3, C152.3](#)).

Recommendation letters are requested from all full-time faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's promotion/tenure materials are made available, eligible faculty members from the candidate's program (music or theatre/dance) meet to discuss promotion/tenure. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote,

as appropriate. This group may ask to meet with the candidate. At the conclusion of the meeting, the faculty members submit their recommendations to the school director ([University Handbook, C112.3-4, C152.3-4](#)).

November or earlier:

The school director submits the recommendation of eligible faculty members from the candidate's program (music or theatre/dance), the school director's recommendation, and promotion/tenure materials for the dean. The dean forwards the materials and recommendations to the college committee on promotion and tenure. The candidate is forwarded the school director's recommendation ([University Handbook, C112.5, C113.2, C152.5, C153.2](#)).

December or earlier:

The recommendation of the college committee is forwarded to the dean. The recommendations of the dean and the college committee are forwarded to the candidate. After receiving the recommendations, the candidate may withdraw from the promotion/tenure process within seven days ([University Handbook, C113.3-4, C153.3-4](#)).

If the candidate does not withdraw, the dean submits the candidate's promotion materials and recommendation to the Deans Council ([University Handbook, C113.3, C153.3](#)).

January/February or earlier:

The dean notifies the candidate and school director of the Deans Council recommendation. If the recommendation of the Council differs from the college committee, a written report is submitted to the candidate. The candidate has fourteen days to appeal the result to the provost. Candidates recommended by the Deans Council are submitted to the provost ([University Handbook, C114.1-3, C154.1-3](#)).

March or earlier:

The provost sends recommendations for promotion and tenure to the president. The president has final authority for granting tenure. Candidates are notified of the university's action when the provost's recommendation to grant tenure are forwarded to the president ([University Handbook, C114.4, C115, C154.4, C155](#)).

VII B. CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR

VII B.1. TEACHING

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

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

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

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

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

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

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

1. Student ratings from norm-referenced instruments that assess teaching effectiveness rather than popularity and that adjust for such known sources of bias as student motivation and class size.
2. Depth, breadth, and currency of subject matter mastery.
3. Appropriateness of course content.
4. Effective course administration, e.g., maintaining office hours and punctuality in performing teaching-related paper work, such as turning in textbook orders, reporting grades, and filing syllabi.

5. Development of effective courses, preparation of innovative teaching materials or instructional techniques, or creative contributions to a department's instructional program.
6. Assessment by faculty colleagues who are familiar with the teacher's performance or have taught that person's students in subsequent courses.
7. Successful direction of individual student work of high quality, e.g., independent studies, theses or dissertations, and special student projects.
8. Effective and diligent advisement of students in pursuing their academic programs.
9. Successful performance of teaching responsibilities that are unusually demanding or require special expertise or preparation.
10. Versatility in contributing to the department's teaching mission, e.g., effective performance at all levels of instruction appropriate to the department, including membership on the Graduate Faculty and certification to direct dissertations.
11. Special contributions to effective teaching for diverse student populations.
12. Compiled student comments (such as those obtained from program assessments or exit interviews) that address a teacher's abilities to arouse student interest and to stimulate work and achievement by students.
13. Letters of evaluation from former students.
14. Students coming from other schools especially to study with the teacher.
15. Professional publications on the topic of teaching or materials prepared for use in teaching such as textbooks, published lectures, and audio-visual or computerized instructional materials.
16. Presentation of papers on teaching before learned societies.
17. Adoptions of a faculty member's textbooks or other instructional materials, especially repeated adoptions, by reputable institutions.
18. Honors or special recognition for teaching accomplishments.
19. Selection for special teaching activities outside of the University, especially in international assignments, e.g., Fulbright awards, special lectureships, panel presentations, seminar participation, and international study and development projects.
20. Membership on special bodies concerned with teaching, e.g., accreditation teams and special commissions.

21. Receipt of competitive grants or contracts to fund innovative teaching activities or investigations into effective teaching, especially for a diverse student population.
22. Membership on panels to judge proposals for teaching grants or contracts.
23. Selection for teaching in special honors courses and programs.
24. Special invitations to testify before governmental groups concerned with educational programs.

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

VII B.2. RSCAD

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

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

VII B.2.a. *Research*

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

Scholarly Research refers to conducting self-directed research, the ability to demonstrate independent, innovative thought, intellectual growth and refinement, and make articulate, in-depth contributions as an individual author or collaborator. Such research appears in established international, national, and regional journals and/or published by recognized publishers in the field, or other recognized, refereed or peer reviewed outlets. Scholarly Research may be included in the faculty member's evaluation materials in the year it was accepted or published/presented, but not both.

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

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

VII B.2.b. *Scholarship*

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

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

VII B.2.c. *Creative Activity*

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

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

VII B.2.c.i. *On- and Off-Campus Creative Activities*

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

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

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

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

- Secured and utilized funding for a Research/Creative Activity from a source outside of the School of Music, Theatre, and Dance.
- Demonstrated student-driven Undergraduate Research and Creative Activity.

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

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

VII B.2.c.ii. *Crossovers of Creative Activity*

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

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

VII B.2.c.iii. *Presenting Evidence of Creative Activities*

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

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

VII B.3. SERVICE

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

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

Directed Service is explicitly delineated in a faculty member's position description. Directed service furthers the mission, and is central to the goals and objectives of the Program, School, or University. As a result of its administrative role, directed service often carries instructional reassignment.

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

- (a) *Non-directed Service to the Institution*: contributions related to Program, School, or University as a whole. This may include, but not limited to, all levels of institutional governance, faculty mentoring, student recruiting to meet the enrollment needs of the School as guided by School faculty and administration, or advising student organizations.
- (b) *Non-directed Service to the Profession*: contributions to the profession beyond the campus.
- (c) *Non-directed Service to the Public*: the application and sharing of knowledge and expertise in the faculty member's field to a non-academic audience.

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

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

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

VII C. CRITERIA FOR PROMOTION TO PROFESSOR

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

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

VII C.1. TEACHING

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

VII C.2. RSCAD

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

VII C.3. SERVICE

The successful candidate must document service activities in their field and to the professional community outside the university. Examples of professional service that indicate progress toward promotion to professor include, but are not limited to: serving as a moderator or on a panel at a major conference; serving as a conference or event

organizer; chairing or serving on committees for professional organizations; serving at the editorial level for a prominent publication; serving as an officer, on the board of directors, or in some prominent capacity for professional organizations. Within the university, examples of service could include serving on a college or university level committee, serving in the Faculty Senate, service to the KSU Foundation, Alumni Association, Department of Athletics, or serving on a high-level administrative search.

VII D. PROMOTION FOR NON-TENURE-TRACK FACULTY

The School of Music, Theatre, and Dance includes a number of positions and ranks for non-tenure-track faculty (see [Section C10-C12](#) in the University Handbook). These include:

- Instructor (3 ranks) – Instructor, Advanced Instructor, Senior Instructor
- Professor of Practice (2 ranks) – Professor of Practice, Senior Professor of Practice
- Teaching Professor (3 ranks) – Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor

Non-tenure-track faculty members, may be recruited, hired, and appointed into regular or term positions. Initial appointment rank and subsequent promotions in rank are based on advanced degree(s) held, experience, performance, and achievements over time within a given rank.

VII D.1. APPOINTMENT RANKS FOR NON-TENURE-TRACK FACULTY

The Instructor ranks provide promotional opportunities for those who will or are currently serving in instructor positions, which have a primary focus on teaching, although the entire set of expectations must be clearly defined in the offer letter. Individuals in these positions are not required to hold the terminal degree appropriate to the discipline.

The Teaching Professor ranks provide promotional opportunities for those who will serve in positions with a primary focus on teaching, although the entire set of expectations must be clearly defined in the offer letter. Candidates for all of the Teaching Professor ranks must hold a terminal degree in the relevant discipline.

The Professor of Practice ranks provide promotional opportunities for those who will serve in positions that promote the mission of the school in directed RSCAD, directed Service, and/or supplementing pedagogical instruction provided by other faculty. The entire set of expectations must be clearly defined in the offer letter. Persons appointed to these positions should have credentials appropriate to the discipline and substantial professional, non-academic experience.

Instructor, professor of practice, and teaching assistant professor positions will be awarded as one-year, regular or term contracts. Advanced instructor, senior instructor, senior professor of practice, teaching associate professor, and teaching professor positions may be

awarded as one-year regular appointments, or as one-, two, or three-year term appointments.

VII D.2. PROCEDURES FOR PROMOTION FOR NON-TENURE-TRACK FACULTY

The procedures for promotion in the non-tenure-track instructor, professor of practice, and teaching professor ranks are similar to the processes for promotion of tenure-track/tenured faculty in the University Handbook (see sections [C110-C116.2](#) and [C150-C156.2](#)). The average time in rank interval prior to consideration for promotion is expected to be 5 years, although shorter and longer intervals are possible. The school director will solicit from each candidate a portfolio documenting activities and achievements in the specific duties of the non-tenure-track faculty member's assignment. The candidate should include in the portfolio a listing of goals and objectives that will guide professional activities for the next five years.

A successful candidate must demonstrate tangible accomplishments in the duties of their explicit assignment and have a record of continued growth and excellence at their current rank. Each higher rank demands a higher level of accomplishment and performance consistent with the expectations and standards of departmental faculty. Candidates for promotion are expected to meet the following criteria:

- The average time in rank interval prior to consideration for promotion is expected to be 5 years, although shorter and longer intervals are possible as negotiated;
- The candidate must show evidence of sustained productivity and excellence in the duties of their explicit assignment for at least the last five years;
- The candidate's productivity and performance within the duties of their explicit assignment must be of a quality consistent with other promoted faculty members within their appointment rank and discipline;

Unlike the expectations of tenure-track faculty, a successful non-tenure-track promotion candidate must demonstrate tangible accomplishments only in responsibilities that are explicitly delineated in a faculty member's position description (teaching, directed RSCAD, and/or directed service).

VII D.3. TEACHING

Faculty whose appointment is primarily instruction must demonstrate successful and tangible results in teaching. Results can include student participation, presentation, and/or performance at conferences, competitions, master classes, or workshops. Compelling evidence must show that an impact has been made on the advancement of pedagogical practices in one's area(s) of instruction. TEVAL or other measures of teaching assessment must demonstrate consistency in the high quality of instruction for university courses. Additional results, such as student professional or academic achievements can be an important indicator of instructional quality. Examples of student accomplishment include

evidence of advancement in the field, awards or recognition for exemplary work, completion or work toward further degrees, performance awards, and teaching assistantships or fellowships. Evidence of student achievement must show the direct influence of the candidate's teaching in the student's success.

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

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

14. Students coming from other schools especially to study with the teacher.
15. Professional publications on the topic of teaching or materials prepared for use in teaching such as textbooks, published lectures, and audio-visual or computerized instructional materials.
16. Presentation of papers on teaching before learned societies.
17. Adoptions of a faculty member's textbooks or other instructional materials, especially repeated adoptions, by reputable institutions.
18. Honors or special recognition for teaching accomplishments.
19. Selection for special teaching activities outside of the University, especially in international assignments, e.g., Fulbright awards, special lectureships, panel presentations, seminar participation, and international study and development projects.
20. Membership on special bodies concerned with teaching, e.g., accreditation teams and special commissions.
21. Receipt of competitive grants or contracts to fund innovative teaching activities or investigations into effective teaching, especially for a diverse student population.
22. Membership on panels to judge proposals for teaching grants or contracts.
23. Selection for teaching in special honors courses and programs.
24. Special invitations to testify before governmental groups concerned with educational programs.

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

VII D.4. RSCAD AND SERVICE

Some non-tenure-track faculty, as part of their explicit assignment, may have responsibilities in directed RSCAD, directed Service, and/or supplementing pedagogical instruction provided by other faculty. Unlike the expectations of tenure-track faculty, a successful non-tenure-track promotion candidate must demonstrate tangible accomplishments only in responsibilities that are explicitly delineated in a faculty member's position description.

RSCAD encompasses a broad spectrum of activities that require critical analysis, investigation, or experimentation. These endeavors are directed toward discovery, interpretation, or application of knowledge and ideas. The results of research, scholarship

and other creative activity should be shared with others through publication, performance, or other media appropriate to the discipline.

VII D.4.a. *Research*

Production research refers to the unique research in preparation for a performance such as, but not limited to, directing, design, technology, choreography, or musical history. Production research may include story or art boards, program notes or other clearly utilized source material. If included, the influence of Production Research on the project should be clarified in the faculty member's Reflective Statement referring to provided supporting material.

VII D.4.b. *Scholarship*

Scholarship refers to additional sources of funding (both internal and external) sought to enhance the reputation of the artist, collaborators, Program, School, or University. In addition, Scholarship may be demonstrated through organizational or collaborative efforts in the creation or development of projects or programs. Scholarship efforts may be supported with proposals for funding (please differentiate between those applied for and those awarded), founding documents, or significant communications.

VII D.4.c. *Creative Activity*

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

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

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

VII D.5. SERVICE

Directed service is explicitly delineated in a faculty member's position description. Directed service furthers the mission, and is central to the goals and objectives of the Program, School, or University. As a result of its administrative role, directed service often carries instructional reassignment.

Service may be presented through document(s) that provide evidence of the faculty member's level of participation and contribution to the activity. Such documents may

include but are not limited to: letters of appreciation or invitation, relevant newspaper clippings, and event programs. If a faculty member believes that an activity deserves greater merit, the faculty member may discuss it further in their Reflective Statement for consideration by tenured faculty members and school director.

VII D.6. TIMELINE FOR PROMOTION

The School follows the eligibility requirements for promotion for non-tenure-track faculty as outlined in the [University Handbook C12](#). It is expected that faculty members will initiate a request for consideration for promotion with the school director at such time as they feel that the necessary criteria have been met. Promotion procedures shall follow the same procedures and timeline as other formal reviews with the exception of the required solicitation of outside evaluators. The candidate, however, may choose to solicit letters on their own behalf from students or colleagues.

Forms pertaining to promotion can be accessed via the provost's Office website: (<http://www.k-state.edu/academicpersonnel/depthead/manual/promotion/promotio.html>). The following approximate timeline refers to the academic year the promotion process is initiated:

September:

The candidate should have their materials prepared for promotion and provided to the school's administrative officer for review by the tenured faculty. Materials should include Sections I-IV and be presented in a form that most effectively communicates their work (hard copy, electronic copy, CD/DVD, multimedia, etc.). Only materials representing work since the appointment to the candidate's current rank and at Kansas State University may be considered. Finally, materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours.

October:

If not available already, the candidate's promotion materials are made available for review by tenured faculty from the candidate's program (music or theatre/dance). Recommendation letters are requested from all full-time faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's promotion materials are made available, eligible faculty members from the candidate's program (music or theatre/dance) meet to discuss promotion. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the School Director and provide a narrative justifying their vote, as appropriate. This group may ask to meet with the candidate. At the conclusion of the meeting, the faculty members submit their recommendations to the school director. The school director then reports the findings and the vote in a narrative letter to the dean. Based on the outcome of

the vote, school director's narrative, and supporting materials, the dean determines the status of promotion.

Upon promotion, non-tenure-track faculty will be eligible for a Targeted Faculty Salary Enhancement. Because the availability of funds are not typically known at the time of promotion for the following year, the school director will consider eligible promoted faculty members when Targeted Faculty Salary Enhancements become available.

VIII. Professorial Performance Award

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

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

The following approximate timeline refers to the academic year the professorial performance award process is initiated:

December 15:

The candidate should submit appropriate materials to meet the criteria as listed above. Materials should be presented in a form that most effectively communicates their work (hard copy, electronic copy, CD/DVD, multimedia, etc.). Only materials representing work since the last promotion or Professorial Performance Award should be submitted. Finally, materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours.

The candidate should provide a copy of the promotion materials to the school's administrative officer for review by the faculty from the candidate's program (music or theatre/dance) at the rank of professor.

January-February:

At least fourteen days after the candidate's materials are made available, the faculty at the rank of professor from the candidate's program (music or theatre/dance) meet to discuss and vote on the award. Recommendation letters are requested from all full-time faculty

members from the candidate's program (music or theatre/dance). Eligible faculty members from the candidate's program (music or theatre/dance) meet to discuss the award. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. This group may ask to meet with the candidate. At the conclusion of the meeting, the faculty members submit their recommendations to the school director. The school director submits the recommendation of eligible faculty members from the candidate's program (music or theatre/dance) and the school director's recommendation to the dean. The dean forwards a recommendation to the provost.

April:

Provost approves or denies Professorial Performance Award. Further information may be found in the University Handbook, section [C49](#).

IX. Chronic Low Achievement

If a faculty member's performance does not meet one or more of the school's minimum performance standards (as stated in [IV B. MINIMUM-ACCEPTABLE LEVEL OF PRODUCTIVITY](#)), the school director and faculty member must discuss and document the circumstances that led to low achievement and develop a personalized plan for improvement. [Section C31.5](#) of the University Handbook provides further details and procedures regarding chronic low achievement.

X. Post-Tenure Review

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. Post-tenure review shall be conducted for tenured faculty every six years and shall conform to the timeline associated with the annual evaluation review as outlined in the University Handbook.

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 have no bearing on the chronic low achievement or annual evaluation policies and processes.

The School of Music, Theatre, and Dance 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](#)), which was approved by Faculty Senate on February 11, 2014.

X A. REVIEW PROCEDURES

X A.1. MATERIALS COMPILED FOR POST-TENURE REVIEW

1. Six previous annual evaluation letters drawn from the faculty member's personnel file.
2. A brief synopsis, compiled by the director, of the statistical averages drawn directly from the six evaluation letters of the scores received in the evaluation categories of teaching, creative/research, and service.
3. A reflective statement by the faculty member (not to exceed three pages) giving a summary of their activities and accomplishments over the previous six-year frame.
4. A one-page goals statement that outlines the faculty member's short- and long-term goals.

X A.2. REVIEW OVERSIGHT

The school director oversees the review and meets with the faculty member to review the materials submitted. If necessary, the director may consult with the appropriate associate director in the faculty member's specific discipline within the School.

X B. OUTCOMES

If all six annual reviews meet or exceed expectations in the three areas of evaluation, the Post-Tenure Review meeting can be waived as this indicates that the faculty member is making an "appropriate contribution to the university." If there are areas of evaluation, where there are concerns, the director will indicate these in writing, in advance of the meeting, and the faculty member and director will discuss specific ways to address these concerns. The school director and faculty member will meet at the end of the following semester to review progress on the concerns.

All materials compiled for Post-Tenure Review will be included in the faculty member's personnel file. In the event that a Post-Tenure Review leads to the development of a formal *Plan of Improvement* this outcome will be reported to the dean of the College of Arts & Sciences.

XII. Statement of Collegiality

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

Faculty are expected to:

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

XII. Appendix: Annual Evaluation Portfolio Optional Materials

XII A. TEACHING ACTIVITIES

- Student learning beyond memorization
- Multiple means of assessment (exams, projects, papers)
- Clear instructions
- Effective strategies of teaching students of differing levels of achievement
- Connection to SLOs
- Instructor feedback
- Examples of innovative teaching methods
- Examples of student achievement with demonstrable faculty influence

XII B. RESEARCH, SCHOLARSHIP, CREATIVE ACTIVITY, AND DISCOVERY

- Examples and evidence of faculty work and involvement .

XII C. SERVICE

- Examples and evidence of faculty work and involvement.