

Interior Architecture and Industrial Design  
Department

Architecture, Planning and Design  
College

**Policy Statement Concerning:**

**Personnel Review and Evaluation Standards/Procedures**

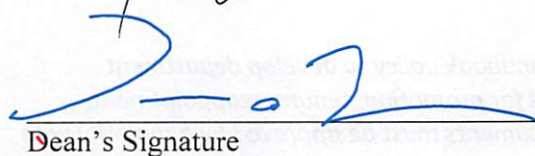
- Performance Evaluation Criteria
- Annual Evaluation
- Reappointment Evaluation for:
  - Annual Reappointment Reviews
  - Mid-Tenure Review
- Tenure
- Promotion
- Professorial Performance Award
- Chronic Low Achievement
- Post-Tenure Review
- Non-Tenure Track Faculty Titles

Approved by Faculty Vote on (4 March 2021)

**NEXT REVIEW DATE:**

  
\_\_\_\_\_  
Department Head's Signature

03/17/2021  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dean's Signature

3/18/21  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Provost's Signature

3/19/2021  
\_\_\_\_\_  
Date

**DEPARTMENT OF INTERIOR ARCHITECTURE & INDUSTRIAL DESIGN**

**ANNUAL EVALUATION GUIDELINES**


(Approved by Faculty Vote on May 2010)  
(Amended by Faculty Vote on August 2013)  
(Revised and Approved by Faculty Vote on October 2015)  
(Revised and Approved by Faculty Vote on May 2018)  
(Revised and Approved by Faculty Vote on December 2020)  
(Amended by Faculty Vote on March 2021)

**PROMOTION AND TENURE GUIDELINES**

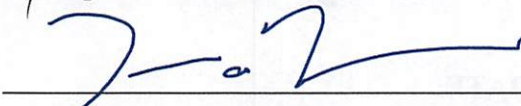
(Approved by Faculty Vote on May 2010)  
(Amended by Faculty Vote on August 2013)  
(Revised and Approved by Faculty Vote on October 2015)  
(Revised and Approved by Faculty Vote on December 2020)

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

**REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES\*:**



Nathan Howe, Department Head  
Date signed: 03/17/2021



Timothy de Noble, Dean  
Date signed: 3/17/21



Charles S. Taber, Provost and Executive Vice President  
Date signed: 9/1/2021

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

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## **I. INTRODUCTION**

The Department of Interior Architecture and Industrial Design (IAID) is committed to and structured with the express purpose of integrating three distinct yet related areas of design—Interior Architecture, Industrial Design, and Furniture Design. The department is dedicated to the principle that the design of the near environment is enhanced through an overlapping knowledge of all three areas and in

cultivating design thinking at a strategic level, encouraging the generation and sharing of knowledge in a way that empowers others and improves lives. The department maintains that students who are educated in all three areas will be more versatile design professionals.

To achieve these goals, competent and effective faculty are needed who can make both collective and individual contributions. Contributions can be categorized into three areas: (1) teaching students through (professional direction in the) classroom and studio activities; (2) research, scholarship and/or creative activities that extend the department's academic and professional capabilities; and (3) service and leadership to the department, college, university, professional societies and the public. As a professional field, professional development to ensure currency in the tools and knowledge of the profession is important in the transfer of knowledge to students, and in the continued well-being of the department. 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.

In addition to the tenure-track positions of Assistant Professor and Associate Professor, and the tenured positions of Associate Professor and Professor; the Department of Interior Architecture and Industrial Design includes a number of positions and ranks for non-tenure-track faculty (see Section C10-C12 in the University Handbook). These include: three ranks of Instructor (Instructor, Advanced Instructor, Senior Instructor); two ranks of Professor of Practice (Professor of Practice, Senior Professor of Practice); three ranks of Teaching Professor (Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor); and, three ranks of Research Professor (Research Assistant Professor, Research Associate Professor, Research Professor).

## **II. APPOINTMENT AND INDIVIDUALIZED ASSIGNMENTS**

Faculty at the ranks of Professor, Associate Professor, and Assistant Professor in the Department of Interior Architecture & Industrial Design are evaluated on performance in the three domains: Teaching; Research, Scholarship and Creative Activities; and, Service; in addition to Professional Development. Faculty at the ranks of Professor, Associate Professor, and Assistant Professor are further evaluated according to the four major criteria of Versatility, Coherence Collegiality, and Peer Evaluation.

Please note that the following terms will be used to describe distinct but interrelated concepts referenced within this section:

- Three Domains and Professional Development refers to: Teaching, RSCA, Service and Professional Development, see section II.A. for further information.
- 4 Major Departmental Criteria refers to: Versatility, Coherence, Collegiality, and Peer Evaluation, see section II.B. for further information.
- 4 Curricular Components refers to: Interior Architecture, Industrial Design, Furniture Design, or the Environmental Design Program courses, (or one of the areas plus an area outside the typical realm of our department), see section II.B.1. for further information.

### **II.A. Three Domains and Professional Development**

Faculty at the ranks of Professor, Associate Professor, and Assistant Professor in the Department of Interior Architecture & Industrial Design at Kansas State University may have assigned responsibilities in each of the three domains as they relate to the department: teaching; research, scholarship and/or creative activities; and service. Although professional development is embedded within the three domains, currency in the tools and knowledge of the profession is important in the transfer of knowledge to students, and in the continued well-being of the department. Professional development is thus added as a fourth category within the annual assignment and annual evaluation processes for all departmental personnel.

In addition to satisfying the specific criteria identified in each of the core areas, faculty members and unclassified employees are expected to perform all job functions in a professional manner and to interact collegially with other University employees, students, and citizens of the State so as to promote a safe, harmonious working and learning environment.

Any adjustments to the assignment of load are referred to as “modifiers” and will be negotiated or renewed at the time of annual evaluation or in response to the award of significant grant, fellowship, or other major event. Faculty members at the ranks of Professor, Associate Professor, and Assistant Professor are encouraged to discuss adjustments in teaching, research, service, and nontraditional contributions with the Department Head during the annual review process. Any such adjustment should be based on both the faculty member’s strength and the department’s needs. Performance in each of the domains provides the basis for evaluations that facilitate decisions and recommendations pertaining to annual merit-salary increases, reappointment of faculty (including mid-tenure reviews), tenure, promotions, and Professorial Performance Awards.

The standard load for a Professor, Associate Professor, or Assistant Professor in the four categories is weighted for evaluation purposes according to the following percentages (adding up to a total of 100%):

#### **II.A.1. Teaching (75%)**

The typical teaching load includes two courses per semester; this may include 2 studios, 2 lectures or seminars, 2 labs with associated 1 credit hour studios; or any combination of course types mentioned. In addition, it is generally expected that faculty serve as minor Professor on up to 3 culminating projects for 5th year students as a part of the standard teaching load; and participate in the periodic formalized reviews associated with 5th year studios during the Fall and Spring semesters. (For more detailed listing of applicable activities, see Section IV. Promotion and Tenure Guidelines, A. Teaching Related Activities and Effectiveness. 1. Standards of Performance – Teaching Related Activities and Effectiveness.)

To be a relevant and productive member of a professional program, currency in the field is imperative. For those teaching studio courses, this currency includes technology and digital programs used as well as an understanding of the contemporary field of practice. For those teaching specialty areas, knowledge of the latest materials, techniques, and developments are important. Teaching techniques and theories of instruction; participation(s) in college/university workshops and conferences and continuing education activities are considered a part of professional development. Achievement of professional licensure or certification is a further part of professional development.

Modifiers may alter the Teaching percentage upward or downward by a total of 10%. Common modifiers for teaching may include: teaching overload (not paid by other sources), teaching a course for the first time, minor advisor for more than 3 graduate students, coordination of multiple sections across a course or sequence such as ENVD, and major overhaul/redesign of a course. The actual modifier content and percentage is negotiated between the faculty member and the department head.

#### **II.A.2. Research, Scholarship, and Creative Activities (RSCA) (10-15%)**

Research, scholarly and creative work is fundamental to personal and departmental development. Given the substantial lead-time inherent in research, scholarship, and creative activity (RSCA), productivity will be evaluated on a three-year rolling average. Faculty members are generally expected to maintain an average rate of at least one publication, award in a competition, exhibit, or presentation per year; and at least one proposal for extramural funding every three years. (For more detailed listing of applicable activities, see Section IV. Promotion and Tenure Guidelines, B. RSCA Evidence, 2. Evaluations and Evidence of RSCA.) Contributions that advance the discipline in the form of creative activities and professional growth are characterized as a form of scholarship. Creative activities and professional growth are peer-judged endeavors that receive recognition external to the university. Rigorous peer recognition of creative work is regarded as analogous to scholarly publication. Faculty members are encouraged to apply for intramural support (e.g., USRG or FDA awards) for their research activities whenever appropriate. It is expected that faculty members will provide regular reviews for journals, publishers, and granting agencies; service as editors, or service on editorial boards; or be authors of blogs or other electronic media that advance the field with peer feedback.

Professional development in research, scholarship and creative activities may be gained through participation in college/university workshops; conferences, workshops, and continuing education activities; and, achievement of professional licensure or certification. Continuing growth and currency in research, scholarship and creative activities is expected throughout the academic career of a faculty member in the department of interior architecture and industrial design.

Modifiers may alter the percentage significantly upward if there is the acquisition of a significant grant that requires a buyout of teaching responsibilities.

#### **II.A.3. Service (5-10%)**

All faculty members have a responsibility to play a role in university life, college and departmental governance, and professional service. In professional programs, service can contribute to the visibility and perceived value of a department or discipline through the execution of specialized projects, collaboration with other disciplines on campus and through service activities provided to professional and scholarly societies. In addition to impacting the visibility and reputation of the department, these activities can also make positive contributions to the faculty member's reputation and skill set. The typical service load includes two year-long College committee assignments plus one Ad-Hoc Department assignment such as a search committee member. (For more detailed listing of applicable activities, see Section IV. Promotion and Tenure Guidelines, C. Service and Leadership. 1. Evaluations and Evidence of Service and Leadership Activities.) Because faculty members at Kansas State University play a strong role in department governance and program development, it is especially important in evaluations to give appropriate consideration to particular faculty assignments in this area.

Faculty members also have the opportunity to provide support to their professions by serving as officers and as members of boards dealing with governance, professional testing, licensing and certification, and program accreditation at regional, state and national levels. Service of this type places them in leadership positions that impact future practitioners. In addition, these service activities give faculty members the opportunity to expand their department's visibility, their own status and reputation, and help connect the department and its disciplines with their respective professions. These connections are important to professional programs, their students, and the professional growth of the individual departmental member, and they should be given considerable weight in assessing a faculty member's contribution.

Modifiers, such as chair of committee, may alter the percentage upward or downward by 5%. Service and leadership modifiers might include: service overload, major service to professional organizations, mentorship of more than one tenure-track faculty, etc. Careful consideration should be given to a reduction of committee assignments as it can unfairly shift the burden of governance onto other faculty.

#### **II.A.4. Professional Development (1-5%)**

Professional development is critical to the mission of the department, and all faculty members have a responsibility to advance their knowledge and skills in the professional areas they are associated with. Professional development activities may relate to each of the areas of responsibility of the faculty member. (For more detailed listing of applicable activities, see Section IV. Promotion and Tenure Guidelines: A. Teaching Related Activities and Effectiveness. 1. Standards of Performance – Teaching Related Activities and Effectiveness. c. Teaching-Related Professional Development Activities; B. RSCA and Evidence, 3. RSCA Professional Development Activities; and, C. Service and Leadership, 2. Service and Leadership Professional Development Activities).

#### **II.B. Four Major Criteria**

Each faculty member makes a unique contribution and must be evaluated on the specific contributions and accomplishments that they provide the department, college, university, and professional and academic institutions. In this sense, each faculty member must establish a long-term plan in terms of professional focus and goals. Four broad standards (versatility, coherence, collegiality, and peer evaluation) guide faculty members' long-term efforts and accomplishments and are meant to provide a cohesive framework for evaluating progress toward reappointment, tenure and promotion of the Interior Architecture and Industrial Design faculty.



As required by the University Handbook (Sections C32.1-C32.7), all faculty efforts and accomplishments must, first of all, be evaluated in terms of the three categories of teaching; research, scholarly and creative activity; and, service. The four criteria presented here do not supersede, contradict, or dilute the importance of these three evaluative categories; rather, these criteria are presented as one way to consider and to evaluate, in a systematic way, the relative effectiveness of a faculty member's teaching, scholarly and creative work, and service.

### **II.B.1. Versatility**

Versatility refers to the ability to function well across the three domains of responsibility (e.g., teaching; research, scholarship and/or creative activity; service) as well as the ability to contribute to at least two of the 4 curricular components of IAID through teaching activities.

Versatility in regard to the three domains of responsibility:

- Evidence must be provided of faculty effort in all three domains. The proportion of activities in each will vary however a demonstration of accomplishments in all three categories is expected.

Versatility in regard to one's teaching contributions to the 4 curricular components:

- Faculty members must show evidence that they are making teaching contributions to two out of the four components of the curriculum—interior architecture, industrial design, furniture design, or the Environmental Design Program courses; or one of the areas plus an area outside the typical realm of our department (such as K-State First courses see <https://www.k-state.edu/first/>).
- Teaching contributions may be fulfilled through assigned courses however that is not a requirement in order to demonstrate versatility in teaching. Versatility can also be demonstrated through teaching activities such as: participation as an invited critic for reviews or guest lectures in courses outside of the faculty's primary teaching expertise. Please refer to the full list of teaching activities on page 21 for further examples.
- Versatility must be demonstrated primarily through one's teaching but may also be demonstrated through scholarly activities as well. This is addressed in greater detail in the following category of Coherence.

### **II.B.2. Coherence**

Coherence refers to the understanding that there must be a rationale or underlying focus and direction in a faculty member's professional life and career. This rationale underpins every faculty member's approach to research, scholarship and/or creative activities, and may (but not necessarily) contribute to their teaching and service activities. Coherence is crucial in that it provides each faculty member with a long-term aim and purpose that can give order and intent to specific efforts in regard to teaching, scholarly and creative work, and service. The principles of coherence, depth and/or synthesis, should characterize a faculty member's research, scholarship and/or creative activities; over time, evidence of a pattern of research, scholarship and/or creative activities should demonstrate an internal consistency, pattern and focus (coherence). In each case, the rationale for coherence (depth and/or synthesis) must be plainly stated in evaluation documents.

#### Coherence in regard to the Depth:

- Depth may be demonstrated through focused exploration of a specific area of scholarly, professional and/or creative interest and expertise.

#### Coherence in regard to the Synthesis:

- Synthesis may be demonstrated in various ways, including through a breadth of knowledge and expertise that bridges specific areas in one or more components of the curriculum: environmental design, interior architecture, industrial design, and furniture design; or one or more areas of focus.

### **II.B.3. Collegiality**

Collegiality refers to cooperative interaction with members of Kansas State University, other universities, as well as good working relations with departmental colleagues and professionals outside the department. Collegiality refers to the commitment and ability of a faculty member to work effectively and cooperatively with others in achieving the goals of the department, college, university, and profession. "Some faculty members foster goodwill and harmony within a department, mentor colleagues, and generally contribute to the pursuit of common goals. Other individuals may display behavior that is highly disruptive to the department; as a result, collegiality and morale suffer."<sup>1</sup> Collegiality is also related to inclusivity and ethical issues, by which "ethics" refers to the system of values and "inclusion" refers to the fostering of a departmental culture and environment of belonging. Taken together this enables university colleagues to work inclusively with mutual respect, trust, and cooperation. Faculty members must adhere to high standards of conduct in their work with students, peers, and the general public.

Collegiality may be demonstrated through, but is not limited to, the following:

- Participation in critiques within and outside your own department; participating with other departments through lectures; making presentations about and/or teaching about one's research.
- Working on task forces or departmental/college/institutional committees or teaching first year Environmental Design courses.
- Other avenues might include a willingness to coordinate/participate in field trips, develop new course(s), and network with professionals outside the department.
- Collegiality can also involve the participation in various levels of service for the department, college, university and the community.

### **II.B.4. Peer Evaluation**

Peer evaluation and/or public dissemination of one's activities (teaching; research, scholarship and/or creative activities; service) is essential to the tenure track and promotion process and ensures high standards.

Peer evaluation categories:

- Peer review refers to the judgment of work where both parties may know the other; blind peer review refers to the system where those judging the work do not know the names or affiliations of those submitting the work to be judged; and, double-blind peer review refers to the process where the judges nor the submitters know each other's names or affiliations.

Peer evaluation expectations:

- An expectation for tenure and promotion is that research, scholarly and creative activities have been blind and double-blind reviewed. Peer-reviewed opportunities include exhibitions, presentations, and some publication venues. Blind and double-blind peer reviews offer the highest judgment of intellectual or artistic work, as the work is judged on its own merit by those in the field with the expertise to determine the level of contribution being made by the work. For the continual development and improvement of the program, faculty activities must be peer evaluated. Evaluation may take several forms including: the publishing and/or presentation of one's scholarship in venues that utilize a peer review process. Other avenues are also valid such as competitions, publication of projects, patent applications, and the like.

## **II.C. Faculty Appointments of Non-tenure-track Faculty Positions**

In addition to the tenure-track positions of Assistant Professor and Associate Professor, and the tenured positions of Associate Professor and Professor; the Department of Interior Architecture and Industrial Design includes a number of positions and ranks for non-tenure-track faculty (see Section C10-C12 in the University Handbook). These include: three ranks of Instructor (Instructor, Advanced Instructor, Senior Instructor); three ranks of Research Professor (Research Assistant Professor, Research Associate Professor, Research Professor); two ranks of Professor of Practice (Professor of Practice, Senior Professor of Practice); and, three ranks of Teaching Professor (Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor).

Non-tenure-track faculty members, with primary responsibilities in teaching and advising students (for Instructors, Teaching Professors, Professors of Practice), or Research (for Research Professors) 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. Appointment load and evaluation criteria for these positions are defined below.

### **II.C.1. Instructor**

Instructor, advanced instructor, senior instructor (see Section C12.0 in the University Handbook). The Instructor ranks provide promotional opportunities for those who will or are currently serving in Instructor positions, which have a primary focus on teaching.

The standard load for an instructor, advanced instructor, or senior instructor includes the categories of teaching; service, and/or professional development if defined by the offer letter; weighted for evaluation purposes according to the expectations clearly defined in the offer letter.

Depending upon the duties defined by the offer letter:

- Evaluation is further defined by Section IV. Promotion and Tenure Guidelines. A. Teaching Related Activities and Effectiveness. 1. Standards of Performance – Teaching Related Activities and Effectiveness: a. Evidence of Teaching Activities; b. Evaluations and Evidence of Teaching Effectiveness; c. Teaching-Related Professional Development Activities (if defined in the offer letter).
- Evaluation is further defined by Section IV. Promotion and Tenure Guidelines. C. Service and Leadership; 1. Evaluations and Evidence of Service and Leadership Activities; a. Department,

college, and university service and leadership; b. Mentoring; c. Professional service and leadership; 2. Service and Leadership Professional Development Activities (if defined in the offer letter).

- Evaluation of the major criteria of Collegiality (Section II.B.3.) applies to the positions of Senior Instructor, Advanced Instructor, and Instructor.

### **II.C.2. Research Professor**

Research Assistant Professor, research Associate Professor, research Professor (see Section C12.1 in the University Handbook). The Research Professor ranks are available for positions with a primary focus on research.

The standard load for a research Assistant Professor, research Associate Professor, or research Professor is weighted for evaluation purposes according to the guidelines for RSCA (Section II.A.2.) defined for Professor, Associate Professor, and Assistant Professor (probationary or tenured) and modified for percentage of position.

Depending upon the duties defined by the offer letter:

- Evaluation is further defined by Section IV. Promotion and Tenure Guidelines. B. Research, Scholarship and/or Creative Activity (RSCA) and Evidence. 1. Standards of Performance – RSCA-Related Activities and Effectiveness; 2. Evaluations and Evidence of Research, Scholarship and/or Creative Activities; 3. Research, Scholarship, and/or Creative Activity Professional Development Activities.
- Evaluation of the major criteria of Coherence (Section II.B.2.), Collegiality (Section II.B.3.), and Peer Evaluation (Section II.B.4.) applies to the positions of Research Professor, Research Associate Professor, and Research Assistant Professor.

### **II.C.3. Professor of Practice**

Professor of Practice, Senior Professor of Practice (see Section C12.3 in the University Handbook). The Professor of Practice ranks provide promotional opportunities for those who will serve in teaching or other defined positions that are filled by qualified industry, government, or nonprofit practitioners.

The standard load for a Professor of Practice or Senior Professor of Practice includes the categories of teaching, and/or RSCA, and/or outreach and service, and/or professional development, or some combination of these duties; and weighted for evaluation purposes according to the expectations clearly defined in the offer letter.

Depending upon the duties defined by the offer letter:

- Evaluation is further defined by Section IV. Promotion and Tenure Guidelines. A. Teaching Related Activities and Effectiveness. 1. Standards of Performance – Teaching Related Activities and Effectiveness: a. Evidence of Teaching Activities; b. Evaluations and Evidence of Teaching Effectiveness; c. Teaching-Related Professional Development Activities (if defined in the offer letter).
- Evaluation is further defined by Section IV. Promotion and Tenure Guidelines. B. Research, Scholarship and/or Creative Activity (RSCA) and Evidence. 1. Standards of Performance – RSCA-Related Activities and Effectiveness; 2. Evaluations and Evidence of Research, Scholarship

and/or Creative Activities; 3. Research, Scholarship, and/or Creative Activity Professional Development Activities (if defined in the offer letter).

- Evaluation is further defined by Section IV. Promotion and Tenure Guidelines. C. Service and Leadership; 1. Evaluations and Evidence of Service and Leadership Activities; a. Department, college, and university service and leadership; b. Mentoring; c. Professional service and leadership; 2. Service and Leadership Professional Development Activities (if defined in the offer letter).
- Evaluation of the major criteria of Versatility (Section II.B.1. if included in the offer letter); Coherence (Section II.B.2.) if RSCA is included; Collegiality (Section II.B.3.) in all cases; and, Peer Evaluation (Section II.B.4.) if RSCA is included, applies to the positions of Senior Professor of Practice and Professor of Practice.

#### **II.C.4. Teaching Professor**

Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor (see Section C12.4 in the University Handbook). The Teaching Professor ranks provide promotional opportunities for those who will serve in positions with a primary focus on teaching. Candidates for all of the Teaching Professor ranks must hold a terminal degree in the relevant discipline.

The standard load for a Teaching Assistant Professor, Teaching Associate Professor, or Teaching Professor includes primarily the category of teaching; and may include scholarly achievement, service, and/or professional development; weighted for evaluation purposes according to the expectations clearly defined in the offer letter.

Depending upon the duties defined by the offer letter:

- Evaluation is further defined by Section IV. Promotion and Tenure Guidelines. A. Teaching Related Activities and Effectiveness. 1. Standards of Performance – Teaching Related Activities and Effectiveness: a. Evidence of Teaching Activities; b. Evaluations and Evidence of Teaching Effectiveness; c. Teaching-Related Professional Development Activities.
- Evaluation is further defined by Section IV. Promotion and Tenure Guidelines. B. Research, Scholarship and/or Creative Activity (RSCA) and Evidence. 1. Standards of Performance – RSCA-Related Activities and Effectiveness; 2. Evaluations and Evidence of Research, Scholarship and/or Creative Activities; 3. Research, Scholarship, and/or Creative Activity Professional Development Activities (if defined in the offer letter).
- Evaluation is further defined by Section IV. Promotion and Tenure Guidelines. C. Service and Leadership; 1. Evaluations and Evidence of Service and Leadership Activities; a. Department, college, and university service and leadership; b. Mentoring; c. Professional service and leadership; 2. Service and Leadership Professional Development Activities (if defined in the offer letter).
- Evaluation of the major criteria of Versatility (Section II.B.1. if included in the offer letter); Coherence (Section II.B.2.) if RSCA is included; Collegiality (Section II.B.3.) in all cases; and, Peer Evaluation (Section II.B.4.) if RSCA is included, applies to the positions of Teaching Professor, Teaching Associate Professor, and Teaching Assistant Professor.

### **III. ANNUAL EVALUATION PROCESS AND GUIDELINES**

The Department of Interior Architecture & Industrial Design at Kansas State University is dedicated to imparting and expanding knowledge and to contributing to both the general welfare of the public and the profession. To achieve these ends, members of the department contribute to the mission through the pursuit of a wide range of activities in teaching, research, scholarship and creative activity, service, and professional development. For its part, the University has a responsibility to provide a rich environment in which the members of the faculty can develop their full productive potential to achieve excellence in these areas. To maintain progress toward productivity and excellence, the University must also annually assess the performance of its members and use those assessments as the basis for decisions regarding salary increases, reappointment, promotion and tenure. The Annual Evaluation provides an opportunity for the faculty or staff member and department head to reflect upon the faculty or staff member's accomplishments and challenges during the academic year. The intent is to provide assessment that rewards achievement and assists with improving shortcomings.

The evaluation procedure that follows seeks to allow for and support the diversity of activity required to maintain and grow the program of study. As a professional program that is regularly reviewed by two national accreditation boards, the Council for Interior Design accreditation (CIDA), and the National Association of Schools of Art and Design (NASAD), the Department of Interior Architecture & Industrial Design provides education that incorporates professional training, real world practice as well as scholarly and creative theory.

Civility and collegiality are critical elements of the overall atmosphere of the department and college and will be reflected in the annual evaluation process. Collegial behaviors include: positive and supportive interactions with students, staff and colleagues within the department; working constructively and co-operatively within the department; regular attendance at department events including brown bags, colloquia, graduate and undergraduate convocations, alumni advisory council events, etc.; and a willingness to promote the departmental mission in all areas. Behaviors that adversely affect collegiality or are chronically disruptive may be reflected in negative annual evaluations and/or promotion and tenure decisions.

In cases where performance in any of the core areas and/or in the area of civility or collegiality is deemed unsatisfactory, the Department Head would provide feedback and assist in generating a plan for attempting to correct any deficiency. Consistent failure to meet minimum standards, outlined in each of the specific sections, could result in a negative evaluation. Department members should strive to exceed the minimum standards in all areas.

It is important to realize that Kansas State University has made an educational commitment to its students and faculties and to the citizens of Kansas. This commitment emphasizes: teaching excellence; research with relevance to the university and the department's mission; efforts to make original intellectual or artistic contributions through scholarship; inclusion of scholarship into the classroom; service to the university, to our respective professions, and to the public or broader communities; and the use of updated technology for the delivery of teaching, research, and service. The directions and expectations stated in the previous year's evaluation will have a direct impact on the evaluation for the subsequent academic year.

#### **III.A. FACULTY AND STAFF EVALUATION**

### **III.A.1. Tenured Faculty**

Annual faculty performance evaluations and merit-salary recommendations constitute the foundations of subsequent promotion recommendations, and professorial performance awards.

### **III.A.2. Tenure-Track Faculty**

Annual faculty Academic Portfolios (see Section IV Tenure and Promotion Guidelines), performance evaluations and merit-salary recommendations constitute the foundations of mid-tenure reviews, and professorial performance awards.

### **III.A.3. Non-tenure-track Faculty**

Annual faculty performance evaluations are the basis for reappointment and merit-salary recommendations. The criteria that guide annual performance evaluations are based upon the 1) contractual arrangement of teaching; research, scholarship and creative activities; and, service assignments; 2) expectations described in the department of Interior Architecture and Industrial Design document; and, 3) quality assessments of effectiveness, performance, collegiality, and citizenship within the department and college.

### **III.A.4. Professional Staff**

Annual performance evaluations are the basis for reappointment and merit-salary recommendations. The criteria that guide annual performance evaluations are based upon the contractual arrangement of assignments, expectations described in this document, in addition to the quality assessments of effectiveness, performance, collegiality, and citizenship within the department and college.

## **III.B. Parts of the Evaluation**

There are four parts to the annual evaluation document and process. Fill out Parts 1-3 in accordance to the descriptions below.

### **III.B.1. Part 1: Annual Report & Professional Forecast**

The head is responsible for examining these materials and for placing them in the faculty and staff member's departmental file.

#### **III.B.1.1 Annual Report**

##### **III.B.1.1.1 Faculty Self-Report of Teaching, RSCA, Service and Professional Development Activities for the Academic Year**

Faculty member's self-report of annual activities for the academic year just completed, including university-approved teaching evaluations; syllabi; at least three examples of student work for each class taught (including images, problem statements, supplemental information); and, reappointment/promotion and tenure documentation (if appropriate).

##### **III.B.1.1.2 Tenure-Track Faculty Documentation of Teaching, RSCA, Service and Professional Development Activities for the Academic Year**

Tenure-track faculty member's annual report of activities will be documented through an Academic

Portfolio in accordance with Section IV and Section V. Tenure-track faculty will submit an updated Academic Portfolio annually in lieu of the self-report described in this section.

#### **III.B.1.1.3 Professional Staff Self-Report of Position Duties, Service, and Professional Development Activities for the Academic Year**

Staff member's self-report of annual activities for the academic year just completed, including university-approved assessments (if available), and evidence supporting the self-report.

#### **III.B.1.1.4. Annual Report Outline**

Appendix A will outline what evidence is required for each category and if it belongs in the Self-Report or should be placed in the Supporting Evidence folder found in the digital archive provided by the department office. Refer to section IV for additional examples of activities for the 3 Domains and Professional Development.

#### **III.B.1.2 Professional Forecast**

The Professional Forecast looks ahead to the goals for the coming year.

##### **III.B.1.2.1 Tenured Faculty**

Objectives delineated by faculty member to include summary of teaching aspirations (courses) and forecast of RSCA, service, and professional development (as appropriate) professional objectives for their position; drafted by faculty member, finalized by department head and faculty member.

##### **III.B.1.2.2 Tenure-Track Faculty**

Tenure-track faculty members will submit documentation included in the Academic Portfolio in lieu of the Professional Forecast.

##### **III.B.1.2.3 Non-tenure-track Faculty Positions**

Objectives delineated by faculty member to include summary of teaching aspirations (courses) and forecast of RSCA, service, and professional development (as appropriate) objectives for their position defined in the offer letter; drafted by faculty member, finalized by department head and faculty member.

##### **III.B.1.2.4 Professional Staff**

Objectives delineated by staff member to include summary of goals in position duties; aspirations and forecast of service, and professional development (as appropriate) for their position; drafted by staff member, finalized by department head and staff member.

#### **III.B.2. Part 2: Department Head Assessment/Evaluation**

Assessment of materials will be prepared with a corresponding rating of value on the four-point scale utilized by the Department of Interior Architecture and Industrial Design. Numerical ratings may be whole or non-whole numbers. Summary evaluation includes an overall written assessment, and sum of ratings factored by associated assigned percentages to weight the category. The department head's evaluation of the materials will be provided to the faculty/staff member prior to a meeting to review



the evaluation materials and discuss the goals for the upcoming year.

Department Head's Summary from Part 2 combined with the Professional Forecast form the basis for setting goals and assignments for the upcoming year.

### III.C. Schedule for Annual Evaluations

Department head will distribute reminder of annual evaluation including a list of courses taught during the academic year with enrollment and associated FTE (typically by July 15).

Each faculty and staff member in the Department of Interior Architecture & Industrial Design will submit their evaluation materials (Part 1 and supporting materials) by the department deadline (typically the third week of Fall semester).

Department head provides written evaluations to all faculty and staff members and describes merit raise criteria. If either the head or individual faculty member wishes, they can schedule a meeting to review the head's evaluation of the individual faculty member. The faculty member signs one copy of the document and returns to the head (typically by February 15).

Department head forwards their written evaluations and summary numerical ratings for merit salary increases to the Dean (typically by March 15).

### III.D. Evaluation Scale and Salary Increases

Faculty members will be evaluated in teaching, RSCA, service, and professional development using a four-point scale. These assessment categories are described in the evaluation forms found in Appendix A. A Summary Evaluation score will be calculated as a weighted average reflecting the percentage of each assignment. Categories for numerical evaluation are shown below.

Department of Interior Architecture & Industrial Design Full-Time Faculty and Professional Staff Rating System	
Departmental Classification	Range of Points for Each Classification
Exceeded expectations	3.50-4.00
Met expectations	2.80-3.49
Fallen below expectations but has met minimum-acceptable levels of productivity	1.90-2.79
Fallen below minimum-acceptable levels of Productivity	1.00-1.89

Upon availability, the Department Head will identify eligible Faculty members to be awarded merit-based salary increases based on the following:

- A rolling three-year average (or as many available if less than three years) of recorded Summary Evaluation scores will form the basis for merit-based salary increases.
- Faculty will be divided into three tiers (top, middle, and lower) based on these averages. Higher tiers will receive greater merit-based salary increases.

The Department Head may identify Faculty for targeted salary increases based on excellence in order to address compression and retention needs, with the Dean's approval per University policy.

#### **IV. PROMOTION AND TENURE GUIDELINES**

A voice in the selection and retention of peers is a longstanding privilege and responsibility of university faculty. Kansas State University mandates no specific university-wide faculty evaluation procedures in regard to reappointment, tenure, and promotion. Rather, the University Handbook suggests that criteria and procedures be developed jointly by Faculty, Heads and Deans, but done so on a department- by-department basis. The granting of tenure involves decisions at the departmental, college, university and ultimately, the Board of Regents level as outlined in Sections C70-C78; C100-C116.2 of the University Handbook. The granting of tenure illustrates that the candidate has been judged capable of continued contributions to the three areas (teaching; research, scholarship and/or creative activity; and service) of the missions of the Department, College, and University. Tenure is granted only to faculty at the ranks of Associate Professor and Professor. The University Handbook states that tenure is based on “the assessment of the tenured faculty 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” (from Section C100.1 in the University Handbook).

The Department of Interior Architecture & Industrial Design believes its mission as a unit within the College of Architecture, Planning and Design is reflected in the contributions of individual members of its faculty. The Department of Interior Architecture & Industrial Design at Kansas State University has chosen to use the following process in providing a collective-peer evaluation in regard to faculty members seeking reappointment, tenure, and/or promotion. The changes to this document become effective upon approval of the document by the department, the Dean and the provost.

The following descriptions address the venues and standards of achievement recognized by the department with regard to the three areas of university responsibility established in Sections C1-C7 of the University Handbook. The level or degree of achievement required for promotion to each rank is addressed in sections specific to those topics. It is important to emphasize that these standards in regard to university responsibilities must be supplemented with the more general long-term standards of coherence, versatility, peer evaluation, and collegiality.

##### **IV.A. Teaching**

The Department of Interior Architecture & Industrial Design affirms that educating future design professionals is one of our principal and essential missions. Competency in teaching is a primary criterion for tenure and promotion. Candidates for tenure are expected to be skilled teachers at all appropriate program levels assigned, using standards agreed upon by the tenured faculty and national accreditation organizations. Department standards include excellence in each of the following areas: classroom teaching, teaching in non-classroom settings, teaching in academic and professional settings, as well as in professional interactions with students.

While faculty tend to focus on one particular specialization that is most often formed from their academic and professional backgrounds and interests, they must also be conversant with a broad range of issues engendered in the interior architecture, industrial design and/ or furniture design professions. An integrated curriculum requires well-rounded faculty who are capable of making strong connections between their particular subject area(s) and other subject offerings. Moreover, this need also increases because of the relatively small number of faculty available to cover the breadth of issues routinely dealt with in the curriculum. As a result, teaching assignments may vary

according to departmental needs. If the department head requires a faculty member to teach outside of their specialty, consideration will be given during evaluation procedures for such assignments which lie outside the faculty member's control.

#### **IV.A.1. Standards of Performance – Teaching Related Activities and Effectiveness**

The indicators of achievement for teaching, not in any priority ranking, are listed below. For teaching, progression and growth is more important than the number of indicators met. Teaching is more than 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 positive interaction. Competency does not only imply general competence in the delivery of instruction but, more so, a sustained commitment and a coherent effort to approach teaching in a responsible, creative, and thoughtfully critical way which actively seeks to further students' skills and knowledge. Consequently, tenure candidates are expected to make a significant contribution to the overall quality of education offered in the department of interior architecture and industrial design.

In addition to documenting performance according to these guidelines, faculty teaching evaluations for each class and each semester are required by the University (and submitted as a part of annual evaluation, as well as tenure and promotion consideration). A faculty member must also provide additional documentation that can substantiate their particular skills and strengths in pedagogy and classroom-related activities by selecting evidence which best substantiates their case.

The department recognizes the value and importance of disseminating information about teaching and learning that involves the systematic study of teaching and/or learning. A professional curriculum involves taking a scholarly approach to teaching just as one would take a scholarly approach to other areas of knowledge and practice. The principles of coherence described for research, scholarship and/or creative activity can also be applied to the scholarship of teaching.

##### **IV.A.1.1. Evidence of Teaching Activities:**

- Videotaped classroom activities
- Course syllabi, with a discussion of learning activities and sample student work
- Online courses, distance learning and computer-aided teaching that indicates skill in technological adaptations for pedagogy
- Results of specialized work for students such as independent studies and directed readings
- Written reports on interns supervised
- Results of student mentoring
- Development and implementation of a new course or a significant redesign of a course
- Course coordination across multiple sections of the same course
- Preparation of coursework to be taught in subsequent semesters by other Professors
- Guest lecturer and/or critic at KSU or elsewhere
- Demonstration and evidence of curricular innovation
- Demonstration of introducing design methodology/technology as a teaching tool to disciplines outside the college
- Other teaching related activities evidenced through letters, documentation, presentations, workshops, etc.

- Major/Minor advisor or mentor for graduate students
- Development/Implementation of service-learning opportunities
- Student field trips

#### **IV.A.1.2. Evaluations and Evidence of Teaching Effectiveness:**

- External and internal peer evaluations including all departmental tenured faculty members which are arranged between the faculty member and the department chair
- Standardized, written teaching evaluations required by the University (required)
- Unsolicited student letters and statements
- Letters and statements from team teaching or co-teaching peers
- External critic/Invited critic/juror at other higher education institutions
- Honors and Awards:
  - Honors, awards, grants, or news releases for teaching, studio, or class-based projects
  - Student awards and/or accomplishments
  - Nominations for awards

#### **IV.A.1.3. Teaching-Related Professional Development Activities:**

- Participation in professional development or skill enhancement training courses, workshops, study tours, or seminars which enhance teaching, student learning, or one's research or discipline-related creative activities.
- Applying the lessons learned from international teaching opportunities while salaried by others to improve teaching in the curriculum or college

#### **IV.B. Research, Scholarship and Creative Activity (RSCA)**

Research, scholarship, and creative activity is fundamental to professional and department development. From a personal point of view, faculty expect the opportunity to engage in scholarly and/or creative work and the department likewise expects that faculty are actively utilizing their time (assigned percentage) to pursue scholarly/creative work. Faculty in the Department of Interior Architecture & Industrial Design conceive and undertake research and scholarship in a variety of ways. Research is a directed form of scholarship involving assembly, documentation, and dissemination of information. Research efforts may be classified as either extramural within a competitive field for funding, or as non-competitive that eventually leads to scholarly publication or presentation. Contributions that advance the discipline in the form of creative activities and professional growth are characterized as a form of scholarship. Creative activities and professional growth are peer-judged endeavors that receive recognition external to the university. Rigorous peer recognition of creative work is regarded as analogous to scholarly publication. Publication, in print or online, often takes the form of proceedings, research reports, publications, and monographs that require peer review as a condition of acceptance.

Interior architecture and industrial design are professional programs; thus, it is crucial to recognize the importance of creative and professional efforts as viable alternatives to traditional research and scholarship with regard to the records of tenure and promotion candidates. The department recognizes and encourages design, artistic, and professional practice efforts and accomplishments, as well as patents, inventions, technology transfer, and other such developments of a significant nature.

Whatever the form of a faculty member's scholarly and creative activities are, they will be judged in regard to the values of Coherence, Versatility, and Peer Review described in this document.

#### **IV.B.1. Standards of Performance – RSCA-Related Activities and Effectiveness**

The central question is whether a faculty has documented evidence of continued and qualitative intellectual, professional and/or artistic growth in ways appropriate to their professional interests, expertise and departmental role.

Due to the professional nature of the field, faculty are expected to make significant contributions to the advancement of some area(s) of interior architecture, industrial design, furniture design, or beginning design inquiry or expertise. These contributions may be in the realm of depth (focus and specialization) and/or synthesis (breadth and integration). The important questions are:

- How is the work recognized in the field?
- How has it had or is expected to have an impact on others in the field?
- How is it seen by peer reviewers as substantive and significant?

Collaborative work is central to scholarship and creative work in professional programs, such as those found in the College of Architecture, Planning, and Design. Collaborative efforts by faculty, and particularly by faculty whose areas of emphasis are different is important to the development of the department is particularly relevant to the Department of Interior Architecture and Industrial Design. In regard to collaborative work, there must be a complete accounting of the candidate's contribution to the accomplishment. It is the responsibility of the faculty member to clearly explain their role and contribution in the joint effort after each collaborative entry listed in evaluation materials.

Guidelines for RSCA and achievements are listed below. The indicators of achievement, not in any priority ranking, are listed below the guideline. Coherence (Section II.B.2) in progression and growth is more important than the number of indicators met. In each case, the venue relevance is to be indicated (i.e. regional, national, international conference) and the element peer-reviewed is to be identified (i.e. blind peer-reviewed abstract).

#### **IV.B.2. Evaluations and Evidence of Research, Scholarship and/or Creative Activities**

##### **Presentations:**

- Presentation(s) and/or panel participation in workshops or conferences
- Presentation(s) at academic and professional society meetings
- Poster presentation(s) at conferences
- Invited topic speaker, panelist or paper/project presentation(s) at regional, national or international conferences

##### **Exhibitions:**

- Acceptance into a juried or an invited exhibition
- Juror for a competition and/or exhibition
- Curatorial work for a museum leading to exhibition and/or catalogue

##### **Publications:**

- Peer or non-peer selected publications in conference proceedings
- Peer or non-peer reviewed publications as book chapters, edited works, or manuscripts
- Textbook(s) or book(s) dealing with a design-related aspect
- Research studies, scholarly monographs and/or reports – either funded or non-funded
- Professional publications including desktop publications intended for dissemination at the local, regional, or national level
- Peer-reviewed grants, articles, methodologies, professional reports, and/or professional monographs, studies, methodologies, professional consultations
- Political acceptance of proposed plans and policies and other evidence of environmental, design standards, or comprehensive planning and design influence
- Single or multiple authored publication(s) in peer-reviewed scholarly and/or professional journals.
- Peer reviewer/editor for publications

##### **Grants:**

- Submission of grant proposals for funded research
- Extramural or intramural funded research, scholarly, and/or creative activities

##### **Evidence of Creative Endeavors:**

- A portfolio of creative or professional projects and studies demonstrating distinctive practice evaluated by qualified evaluators external to the university
- Procurement of U.S or international patents
- Competitively refereed, juried, and awarded recognition through design competitions, juried exhibitions, and selection for competitive awards and residencies.

##### **Honors and Awards**

- Scholarly and peer recognition for outstanding intellectual contributions
- Class or student awards, honors, or mentions under the direction or co-direction of the faculty

member being considered for tenure and promotion

- Competition awards, honors, or mentions for entries and exhibits
- Professional awards, honors, and mentions
- Fellowship or scholarship awards (Fulbright or other)

#### **IV.B.3. Research, Scholarship and/or Creative Activity Professional Development Activities:**

- Participation in college/university workshops
- Participation in conferences, workshops, and continuing education activities
- Achievement of professional licensure, certification

#### **IV.C. Service**

All faculty members have a responsibility to play a role in university life, college and departmental governance, and professional service. Service is an important part in a faculty member's responsibilities as part of the university community. In professional programs, service can contribute to the visibility and perceived value of a department or discipline through the execution of specialized projects, collaboration with other disciplines on campus and through service activities provided to professional and scholarly societies. In addition to impacting the visibility and reputation of the department, these activities can also make positive contributions to the faculty member's reputation and skills in demonstrating how design contributes to society.

Faculty also have the opportunity to provide support to their professions by serving as officers and as members of boards dealing with governance, professional testing, licensing and certification, and program accreditation at regional, state and national levels. Service of this type places them in leadership positions that impact future practitioners. In addition, these service activities give faculty members the opportunity to expand their department's visibility, their own status and reputation, and help connect the department and its disciplines with their respective professions. These connections are important to professional programs, their students, and the professional growth of the individual departmental member, and they should be given considerable weight in assessing a faculty member's contributions.

#### **IV.C.1. Evaluations and Evidence of Service and Leadership Activities**

The indicators of achievement for service, not in any priority ranking, are listed below. Excellence is more important than the number of indicators met; in relation to committees, include contributions to the committee demonstrating active involvement. In addition to these guidelines, a faculty member may also provide additional documentation to substantiate one's particular skills and strengths.

##### **IV.C.1.1. Department, college and university service and leadership:**

- Member or chair of standing or ad-hoc committees at departmental, college or university levels
- Member or chair of a departmental, college, or university level task force or commission
- Leadership in university governance
- Evidence of involvement in other activities that contribute to the good of the university or the community

##### **IV.C.1.2. Mentoring:**

- Mentor to less experienced faculty members
- Mentor or advisor to student organizations

**IV.C.1.3. Professional service and leadership:**

- Active membership in professional organizations, (e.g.) IDEC, IIDA, IDSA, etc.
- Leadership in professional organizations related to the practice of the respective disciplines
- Leadership in scholarly societies and teaching organizations in the respective areas
- Participation in regional and national professional society meetings
- Community, regional, state, national, and international service and leadership related to design
- Service to local community that directly reflects professional expertise
- Service to state or regional organizations which directly reflect professional expertise
- Consultations with public and private groups and individuals
- Direction of class projects that benefit communities while demonstrating a faculty member's expertise in design process/management and professional judgment
- Supervising others in a service/learning environment
- Providing leadership in international teaching experiences which are not salaried by KSU

**IV.C.2. Service and Leadership Professional Development Activities:**

- Participation in college/university workshops
- Participation in conferences, workshops, and continuing education activities



## **V. PROCESS OF REAPPOINTMENT AND TENURE FOR FACULTY**

### **V.A. Reappointment Process for Tenure-Track Faculty**

Faculty members who are hired on a tenure-track position are considered “Faculty on Probationary Appointments” until fully tenured. The University Handbook addresses the reappointment process for faculty on probationary appointments in Section C50.1 – C56. Per the University Handbook (see Section C50.1), faculty members on probationary appointments are evaluated annually to determine whether or not they will be reappointed for another year. This annual department of interior architecture and industrial design reappointment review serves as an opportunity to provide feedback to a faculty member on probationary appointment about his/her performance in comparison to the department’s criteria and standards for tenure.

The department of Interior Architecture and Industrial Design probationary faculty member prepares an Academic Portfolio of professional accomplishments in accordance with departmental criteria, standards, and guidelines for Section IV.

Probationary faculty member (sometimes referred to as “candidate”) prepares Academic Portfolio and submits file to the department head in electronic format September 15th.

Documents are made available for review by tenured departmental faculty (“eligible faculty”) the first Friday in October. These documents include annual evaluation materials (including the most current), a cumulative record of written recommendations and accompanying explanations forwarded to the candidate from previous reappointment meetings and any written comments from relevant individuals outside the department will also be made available to the “eligible faculty.”

The departmental representative to the College Promotion and Tenure Committee (hereafter called “P&T Chair”) calls together the tenured departmental faculty (including the department head who is a non-voting participant) to discuss reappointment materials and the candidate’s progress toward tenure (at least 14 days after documents made available to faculty). The meeting is scheduled and led by the P&T Chair, who solicits group discussion and commentary on each faculty member being evaluated. “Eligible faculty” record comments with regard to the candidate on the Faculty Evaluation for Reappointment and Tenure-Track Candidates form. Subsequent to this meeting there is a ballot of the eligible faculty on reappointment of the candidate. 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. At this meeting, the P&T Chair distributes a ballot that elicits faculty reaction to candidates being evaluated. The chair also distributes ballots to all eligible faculty members not present at the meeting. The ballot offers three voting choices: “in favor,” “not in favor,” and “abstention.” In addition, the ballot provides space for written comments. Participation in the evaluation process is an important faculty responsibility, and all eligible faculty are expected to return ballots. All ballots must be signed and returned to the P&T Chair. Unsigned ballots will not be accepted.

The P&T Chair is responsible for counting these ballots and compiling any written comments.

These ballots are confidential in the sense that P&T Chair and one other member selected from among the other members of the committee sees them. Ballots submitted by e-mail are not considered confidential. The P&T Chair forwards to the department head a written summary of group discussion and ballot results. This correspondence must convey the vote of the faculty and any other appropriate information the faculty deems important for the head to know in making a

recommendation to the Dean and Provost. A copy of this written summary of the group discussion is placed by the Department Head in the dossier.

A copy of this written summary is placed in the Interior Architecture & Industrial Design office. This document is available for perusal by all eligible faculty. The P&T Chair places all ballots for each candidate in a sealed envelope, which the Interior Architecture & Industrial Design head delivers to the Dean's office for the College's Tenure and Promotion committee's review. Between the time that faculty-evaluation materials go on departmental display and after the meeting of eligible faculty members, the eligible faculty members may provide separate written comments to the departmental head regarding the candidates being evaluated. Letters by members of the IAPD Faculty commenting on the qualifications and readiness of the candidate for tenure and/or promotion are included in the dossier under Section X.C. (These are rationales provided by the tenured faculty with regard to their review of the documents and their vote.)

Tenured departmental faculty (through the P&T Chair, and/or by letters noted above), submit recommendations to the department head by the week of the last Monday in October.

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 (see Section C53.3 in the University Handbook). The department head's recommendation is based upon the eligible faculty input and other available materials including the candidate's academic portfolio and related annual materials. If the department head's recommendation should differ from that of the eligible faculty, they must include a written explanation of the differences to the Dean.

The Dean of the College of Architecture, Planning, and Design along with the recommendation of the department head and, on behalf of the college, forwards his/her written recommendation and accompanying explanation to the university provost, along with the majority recommendation and any written comments (unedited) of eligible interior architecture and industrial design faculty members. This written recommendation includes the recommendation of the department head.

Per the University Handbook, final authority in resolving conflicting opinions regarding reappointment of a faculty candidate is delegated to the provost (see Section C55 in the University Handbook). Interior architecture and industrial design candidates are informed of the college's recommendation prior to the time that the file and recommendations are forwarded to the provost (see Section C56 in the University Handbook for notification of candidates).

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 explanations alone are made available to the candidate and become part of the candidate's reappointment file. The head provides a written summary for each faculty member being evaluated. This document presents the head's overall sense of the faculty member's performance and progress, based on the candidate's academic portfolio and inputs described above from eligible faculty. In addition, the document includes a copy of the meeting summary provided by the chair of the Tenure and Promotion committee. This summary does not include the confidential comments that eligible faculty members may have written on their ballots (see Section C35 in the University Handbook regarding confidentiality of documents.) The department head's recommendation is forwarded to the probationary faculty member by November 15.

The Dean of the College of Architecture, Planning and Design notifies probationary faculty member of intention to reappoint or issues written notice for non-reappointment based upon the following schedule:

- Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
- Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
- At least 12 months before the expiration of an appointment after two or more years in the institution (see Section C50.1 in the University Handbook).

Faculty members on regular appointments must explicitly be informed in writing of a decision not to renew their appointments in accordance with "The Standards of Notice of Non-Reappointment" (see Appendix A in the University Handbook).

#### **V.B. Reappointment Process for Non-Tenure-Track Faculty**

Regular and term non-tenure-track faculty will be evaluated as part of the annual evaluation process (refer to Section II.C.1, 2, 3, or 4 as appropriate). Non-tenure-track faculty on regular appointments also will be evaluated annually for reappointment purposes.

This annual department of Interior Architecture and Industrial Design reappointment review serves as an opportunity to provide feedback to a non-tenure-track faculty member about his/her performance in comparison to the department's criteria and standards. The non-tenure-track faculty member prepares an Academic Portfolio of professional accomplishments in accordance with departmental criteria, standards, and guidelines of this document and in accordance with the areas defined in the offer letter. Reappointment procedures for non-tenure-track faculty positions follows the University Handbook Sections C60-C66.

Timing (aligns with the timing of tenure-track faculty reappointment process):

The faculty member submits the Academic Portfolio file to the department head in electronic format before September 10.

Documents are made available for review by tenured Interior Architecture & Industrial Design Departmental faculty ("eligible faculty") by the first Friday in October.

Eligible faculty, led by the P&T Chair, meet and discuss reappointment materials, recording discussion and vote for submission to department head at least 14 days after documents made available to faculty. The ballot offers three voting choices: "in favor," "not in favor," and "abstention." In addition, the ballot provides space for written comments. All ballots must be signed and returned to the P&T Chair. Unsigned ballots will not be accepted.

The P&T Chair forwards to the department head a written summary of group discussion and ballot results. This correspondence must convey the vote of the faculty and any other appropriate information the faculty deems important for the head to know in making a recommendation to the Dean for reappointment. A copy of this written summary of the group discussion is placed by the department head in the dossier.

A copy of this written summary is placed in the Interior Architecture & Industrial Design office. This document is available for perusal by all "eligible faculty."

The P&T Chair places all ballots for each candidate in a sealed envelope, which the department head delivers to the Dean's office for the College's Tenure and Promotion committee's review. Between the time that faculty-evaluation materials go on departmental display and after the meeting of "eligible faculty" members, the "eligible faculty" members may provide separate written comments to the departmental head regarding the candidates being evaluated. Letters by members of the department of Interior Architecture & Industrial Design faculty commenting on the qualifications and readiness of the candidate for promotion are included in the dossier.

Tenured IAPD Departmental faculty (through the P&T Chair, and/or by letters noted above), submit recommendations to the department head by the week of the last Monday in October.

The department head forwards a written recommendation and accompanying explanation to the Dean, along with the candidate's complete file, and the majority recommendation and written comments (unedited) of the departmental faculty members.

The Dean, on behalf of the college, forwards a written recommendation and accompanying explanation to the provost, along with the candidate's complete file, the recommendations of the department head, and the majority recommendation and any written comments (unedited) of the faculty members in the department.

Final authority in resolving conflicting opinions regarding reappointment is delegated to the provost.

Candidates are informed of the college's recommendation prior to the time that the file and recommendations are forwarded to the provost.

#### **V.C. Tenure Process**

The tenure process complements the annual review process and includes annual reappointment, mid-tenure review (see Section V.D), and final review for tenure and promotion (see Section V.E). This process towards achieving tenure is comprised of multiple activities during a faculty member's career, described here. Upon initial employment of tenure track faculty, the department head will provide a copy of the "Promotion and Tenure Guidelines" to all candidates and discuss the responsibilities the candidates will be expected to perform. When the candidate is hired, the discussion notes will be put in writing and become part of the basis for annual evaluation and later in the tenure/promotion review. Any changes in assignments should be documented by the faculty member and department head at the next annual review.

This departmental document will be provided to each new tenure-track faculty member, and the original position description coupled with a written description of the expected position responsibilities define the original criteria for evaluation. Candidates for promotion and tenure are expected to fulfill responsibilities in the primary university missions of teaching, RSCA, and service. All faculty members have a responsibility to advance their knowledge and skills in the professional areas they are associated with. Currency in the tools and knowledge of the profession is important in the transfer of knowledge to students.

The granting of tenure involves decisions at the departmental, college, university and ultimately, the Board of Regents level as outlined in the University Handbook (see Sections C70-C78; C100- C116.2). The granting of tenure means that the person has been judged capable of continued exemplary creativity and productivity in some described areas of professional activity. The University Handbook (Section C100.1) states that tenure is based on "the assessment of the tenured faculty 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."

Tenure decisions at the departmental level are organized in regard to the three areas of university responsibility established in the University Handbook—i.e., teaching, RSCA, and service (see Sections C1-C7 in the University Handbook). It is important to emphasize that these standards in regard to university responsibilities must be supplemented with the more general long-term standards of coherence, versatility, peer evaluation, and collegiality.

Faculty are responsible to remain familiar with the university handbook and associated deadlines (refer to: <http://www.k-state.edu/provost/universityhb/>).

For information on suggested university deadlines refer to:  
<http://www.k-state.edu/academicpersonnel/depthead/master.html> and <http://www.k-state.edu/academicpersonnel/depthead/manual/promotion/promote.html>

All pre-tenure candidates are responsible for checking the University Handbook on the Kansas State University website for the following descriptions:

- Persons with appointment at the rank of Assistant Professor (Section C82.2)
- Persons with appointment at the rank of Associate Professor or Professor (Section C82.3)
- Faculty members on probationary appointments who have met the criteria and standards for tenure prior to the above maximum time (Section C82.4)
- Faculty members on probationary, tenure-track positions requesting a one year delay of the tenure clock (Sections C83.1 through C83.6)

#### **V.C.1. Mentoring**

The Department of Interior Architecture & Industrial Design believes that a mentoring partnership with a senior faculty member is helpful to the probationary faculty member. During the first year, the probationary faculty member will submit names to the department head of potential senior faculty within the department or college with whom they wish to develop a mentoring partnership. The department head and probationary faculty member discuss the proposed names as well as other potential faculty, arriving at first choice. The department head consults with that senior faculty member to determine willingness to enter mentoring partnership with the probationary faculty member. The expectation is that the mentor will provide appropriate assistance in acclimating the new faculty to processes and procedures within the department and/or university. The mentor serves as an advisor to the probationary faculty member and should be knowledgeable of the faculty member'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 mentor can be changed by the department head at the request of either the mentor or mentee faculty member.

#### **V.C.2. At Time of Tenure and Promotion**

A faculty member undergoing review for tenure and promotion to Associate Professor, or from associate to Professor, must prepare an Academic Portfolio for evaluation by the department's tenured faculty, the department head, Dean of the college, and outside reviewers. An "Academic Portfolio" is a reflective, evidence-based document of teaching; research, scholarship, and/or creative activity; and, service performance; and is also referred to as the "reappointment document" or "mid-tenure document" or "final promotion and tenure document" by the department. The Academic Portfolio is intended to document significant professional accomplishments and achievements, and to illustrate the quality and significance of those accomplishments and achievements. It is, by nature, intended to be a selective rather than exhaustive document. The portfolio is a compilation of

representative materials that support the candidate's request for tenure and/or promotion and is based on the requirements and procedures contained in the University Handbook Sections C151 – C152.5.

### **V.C.3. Academic Portfolio Content**

The candidate's Academic Portfolio is to be arranged following the guidelines of the university common format for reviewers modified by the department and shown below, see:

- <http://www.k-state.edu/provost/resources/dhmanual/promotion/promotio.html>

The university requirements include maximum page limits which are addressed in the departmental guidelines shown below and are additionally found at:

- <http://www.k-state.edu/academicpersonnel/forms/promotionguidelinesfororganization.pdf>

Academic Portfolios will be submitted electronically in multiple .pdf binders. A summary binder containing Sections I – IX may be printed and retained in the department office for reference during mid- and final reviews.

To provide a common format for reviewers at the College and University levels, these guidelines are being issued to summarize and organize tenure and/or promotion documentation. The guidelines are used by all Colleges at Kansas State University but are not intended to direct departments or colleges in their determination of what is to be considered in evaluations for tenure and/or promotion.

#### **V.C.3.1. Candidate's Responsibilities:**

Candidates being considered for tenure and/or promotion need to provide accurate, thorough, and clear documentation of achievements for review at the departmental, college, and university levels. Since there is some variation in the documentation required by departments and Colleges, each candidate should contact the appropriate administrators to determine what must be included in his or her individual documentation package.

Sections I-IX (below under Promotion & Tenure Documentation) of the package are used to summarize the candidate's achievements and justification for tenure and/or promotion. In this, Section II is to be completed by the Department Head so that the candidate has this written description of responsibilities prior to compiling the documentation package. The remaining sections described in the guidelines are to be completed by the candidate. This summary should be a single .pdf binder.

Any documentation not required by the candidate's department and College may simply be omitted. College and/or department requirements not covered by Sections I-IX should be included under Section X (below under Promotion & Tenure Documentation).

Detailed support - for example, student ratings of instruction, reprints and/or manuscripts, a detailed curriculum vita - should be presented under separate cover and labeled "Supporting Documentation." This is also referred to as Section X. Supporting Documentation (below under Promotion & Tenure Documentation). The supporting documentation sections should be submitted as multiple .pdf binders. The following 4 binder format is suggested:

- X.A-C
- X.D
- X.E
- X.F

### **V.C.3.2. Department Head's and Dean's Responsibilities:**

The department head will include his or her written recommendation and summary of the departmental faculty's recommendation(s) following Section I (below under Promotion & Tenure Documentation) when the candidate's package is forwarded to the Dean. Similarly, the Dean will include his or her written recommendation when the package is forwarded to the Provost.

### **V.C.4. Guidelines**

Guidelines for the Organization and Format of the Tenure and Promotion Materials with Additions Specific to the Department of Interior Architecture & Industrial Design. (Note: Please refer to the university handbook for guidelines on the format and content of Sections I – VIII. Sections IX – X are specific to the department and are organized/ described below.)

#### **PROMOTION AND TENURE DOCUMENTATION**

##### **Kansas State University Format modified for IAID Requirements**

- I. Cover Sheet
  - A. Recommendation by the Dean (to be completed by the Dean)
  - B. Recommendation by the Department Head (to be completed by the Department Head)
- II. Description of Responsibilities During Evaluation Period (to be completed by the Department Head)
- III. Statement by Candidate
  - A. Candidate's statement of accomplishments (one-page summary of why a candidate feels they should be promoted/tenured)
  - B. Statement of five-year goals (one-page statement)
- IV. Instructional Contribution
  - A. Statement of activities (classes taught, student advisement, etc.) (one-page summary)
  - B. Evidence of instructional quality (student ratings, peer evaluations, evaluation of advisement, etc.) (one-page summary)
  - C. Other evidence of scholarship and creativity that promote excellence in instruction (multimedia presentations, computer-aided instruction, papers published or presented) (one-page summary)
- V. Research and Other Creative Endeavors
  - A. One-page statement
  - B. Listing of research publications and creative achievements (list)
  - C. List of grants and contracts (List of those funded. Separate list of those applied for but not funded.)
- VI. Service Contributions (two-page summary)
- VII. Cooperative Extension (N/A – just put sheet acknowledging the section – this does not apply to IAID but is basically a “placeholder” for the ordering system of the notebooks)
- VIII. External Letters of Evaluation (make space for this, department head inserts the letters)\*
- IX. Other Summary Information Considered Pertinent by the College (this is where you will place a summary statement addressing the four concepts from our department guidelines - versatility, coherence, collegiality, and peer evaluation)
- X. Supporting Documents
  - A. Teaching Evaluations (for all semesters since your hire on tenure-track)
  - B. Reprints and /or Manuscripts (refer to Section IV.B of this document for activities)

C. Other Materials

- i. Teaching Supporting Materials (refer to Section IV.A of this document for activities)
- ii. Additional Supporting Documents
  1. Service Supporting Materials (refer to Section IV.C of this document for activities)
  2. Reappointment Letters and P&T Comments
  3. Copy of candidate's annual reviews by the Department Head for at least the preceding three years (supplied by the Department Head)
  4. Letters by members of the IAID Faculty commenting on the qualifications and readiness of the candidate for tenure and/or promotion. (These are rationales provided by the tenured faculty with regard to their review of the documents and their vote.)\*\*
  5. Other materials

D. Detailed Curriculum Vitae

*\* External Letters of Evaluation: Persons outside the university who are recognized for excellence in the candidate's discipline or professional field will be asked to participate as reviewers in evaluations for tenure and promotion. Reviewers may be asked to review specified parts of the candidate's file (a segmental review) or the entire file (a full review). Review the Schedule for Mid-Tenure Review and for Tenure Review for additional information. Due to the multidisciplinary nature of the program which offers curriculum in Interior Architecture, Industrial Design, and Furniture Design, and in fairness to the candidate, segmental peer reviews may be required, according to the teaching, research or creative activities of the candidate to be reviewed. Reviews are valid from either a faculty member in a higher educational institution or from a person recognized in the professional field. Those reviewers from the professional field will not be able to review teaching methods or success in teaching. Such reviews must be conducted by a faculty member in an interior design or interior architecture program which is accredited by either the Council of Interior Design Accreditation (CIDA) or the National Association for Schools of Art and Design (NASAD), for a candidate whose strength is in interior architecture. For a faculty member whose strength is furniture design, either a faculty member in a school offering a higher education in furniture design from a fine arts perspective or another type of background, or professional(s) who have an established reputation in furniture design would review the candidate's file. For faculty with a industrial design emphasis, there is a more non- traditional review process. Established professionals in the field are the best source of current day evaluation of research/creative activities and professional work. Some industrial design or industrial design educators with NASAD approval are biased toward a program which does not contain the traditional educational sequence for industrial design/industrial engineering education. In this case, educators who recognize the change from pure industrial design/engineering into the more broadly defined field of industrial design encompassing multiple disciplines must be ascertained by the department head. The request for peer review of the candidate's file for a segmented review for teaching must be accompanied by an explanation of course sequence and overlaps in curriculum to assist in fair evaluation of the candidate's abilities. The department head will provide these to teaching segmental reviewers at the time of the request for review.*



*\*\* Letters by members of the department of interior architecture & industrial design faculty commenting on the qualifications and readiness of the candidate for tenure and/or promotion are included in the dossier under Section X.C.ii. (of the Promotion & Tenure Document above), inserted by the department head (these are rationales provided by the tenured faculty with regard to their review of the documents and their vote.)*

#### **V.D. Mid-Tenure Review**

The mid-tenure review shall take place during the third year of appointment unless stated otherwise in the faculty member's contract. The mid-tenure review provides the faculty member with substantive feedback from faculty colleagues and administrators regarding their accomplishments relative to departmental tenure criteria. A positive mid-tenure review does not ensure that tenure will be granted in the future nor does a negative review mean that tenure will be denied.

##### **V.D.1. Procedure**

C92.2 of the University Handbook states that procedures for the mid-probationary review are similar to procedures for the tenure review and are established by the departmental faculty in consultation with the department head and the Dean. The candidate prepares a mid-tenure Academic Portfolio following the outline for Promotion and Tenure Guidelines.

- **Optional External Review.** During the Mid-Tenure review process, engaging external reviewers is entirely optional. If a candidate elects to have their Academic Portfolio reviewed by external reviewers during the Mid-Tenure Review, the procedure described in Section V.E.1 for tenure review will be followed.

##### **V.D.2. Schedule for Mid-Tenure Review**

The Schedule for Mid-Tenure Review will follow the same schedule as described in Section V.E.2

#### **V.E. Tenure Review**

The tenure review shall take place during the sixth year of appointment unless stated otherwise in the faculty's contract. Tenure is addressed in multiple locations within the University Handbook – the faculty candidate is responsible to read and remain updated on these sections. The following is not intended to be an exhaustive list, rather to provide helpful information:

- Tenure: Sections C70 – C84 of the University Handbook
- General Guidelines for Tenure: Sections C90-C93 of the University Handbook
- Standards for Tenure: Sections C110 – C116.2 of the University Handbook

##### **V.E.1. Procedure**

The format from Mid-Tenure Review applies to the full Tenure Review process. The documents are required to be submitted for external review, rather than optional for the Mid-Tenure Review process.

**Procedure for External Review:** The candidate will submit a list of three potential external reviewers to the department head by the first week of June, denoting whether for segmental or full evaluation. The Department Head will also submit a list of three potential segmental or full reviewers to the candidate to review for potential conflict of interest or other concern of bias. If a conflict of interest or

other significant concern exists, the Department Head will remove the reviewer in question from the list and offer the name of another potential reviewer. From the accepted list of potential reviewers, the Department Head will select three individuals, choosing at least one reviewer from each list, and solicit external peer reviews of the candidate's achievements and credentials, whether segmental or full. The final selection of reviewers will remain anonymous to the candidate. The Department Head takes responsibility for forwarding the candidate's materials and gathering the reviews and letters.

#### **V.E.2. Schedule for Tenure Review**

The following link provides an outline and associated links for the tenure review process, checklist, and timeline: <http://www.k-state.edu/provost/resources/dhmanual/promotion/promotio.html>

**August 15th:** Candidate prepares Academic Portfolio and submits draft file to department head in electronic format by August 15 (before classes begin) for review.

**August 31st:** Candidate submits the Academic Portfolio to the department head by August 31 (following University Handbook Sections C70-156.2 and responding to the above format prescribed in the Interior Architecture & Industrial Design Department Documents under Promotion & Tenure Documentation). Section C92.3 of the University Handbook indicates that comments also may be solicited from students, and other relevant faculty members in the college or university, and from outside reviewers.

**September 5th:** Materials for review are provided to external reviewers by the department head by September 5.

**First Friday in October:** The following materials will be made available by the department head to the eligible tenured faculty by the first Friday in October:

- The Candidate's Academic Portfolio;
- Cumulative record (similar to the Mid-Tenure Review but covering additional years as well as the Mid-Tenure Review documentation).

**At least 2 Weeks Later:** The P&T Chair calls together the tenured departmental faculty (including the department head who is a non-voting participant) to discuss and vote on the candidate's application for tenure (at least 14 days after documents made available to faculty). The conduct and voting of the meeting and subsequent activities are similar to that outlined for the Mid-Tenure Review.

**Last Monday in October:** Tenured departmental faculty (through the P&T Chair, and/or by letters noted above), submit recommendations to department head by the week of the last Monday in October.

**First Week in November:** The IAID department head forwards a written recommendation to the Dean, accompanied by an explanation of their judgment. All recommendations and unedited written comments of the department's eligible tenured faculty members and the candidate's complete file are also forwarded to the Dean. A copy of the department chair's/head's written recommendation alone is forwarded to the candidate (see Section C112.5 of the University Handbook). Dean forwards candidate's tenure review file and a copy of the departmental criteria and standards to the College Tenure and Promotion Committee during the first week in November. Section C153.1 of the University Handbook is incorporated herein by reference as the evaluation procedure to be followed by the

Promotion and Tenure Committee.

**December 1st:** College Promotion and Tenure Committee report findings to the Dean by the first of December.

Dean notifies candidate and department head of the college and Dean's recommendations.

Candidates may withdraw within seven days (see Sections C113.3, C113.4, C153.3, and C153.4 of the University Handbook).

## **VI. PROMOTION**

Like tenure, the granting of promotion involves decisions for the department, college, university and ultimately, the regents as outlined in Sections C120-156.2 of the University Handbook. Promotion in rank means that the person has demonstrated a level of creativity and productivity that is commensurate with the current rank and predicts success at the next higher level.

The following sections of the University Handbook offers the following general comments on promotion:

- Section C120 Definition. Faculty members may expect to advance through the academic ranks on the basis of demonstrated individual merit in relation to their association with the university's mission and with their own disciplines. Each higher rank demands a higher level of accomplishment.
- Section C120.1 Promotion is based upon an individual's achievements related to the specific criteria, standards, and guidelines developed by departmental faculty members in consultation with the department head and the appropriate Dean.
- Section C120.2 Promotion to Assistant Professor reflects an acceptable level of achievement and potential for excellence. Promotion to Associate Professor rests on substantial professional contributions that reflect excellence in teaching, research and other creative endeavors, directed service, or extension. Promotion to Professor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies.

As with tenure, promotion decisions must be considered in regard to the three areas of university responsibility established in the University Handbook—i.e., teaching; RSCA; and, service. In addition, accomplishments in regard to these three categories should be considered in regard to the more general longer-term criteria of coherence, versatility, peer evaluation, and collegiality, discussed previously in this document (see Section II.B).

Candidates for the various levels of promotion should, through evidence of teaching; research, scholarship and/or creative activity; and, service; be able to justify their professional efforts using the general qualitative guidelines provided previously in this document (see Section IV). Candidates for promotion follow the timeline and procedures outlined for Tenure Review in this document.

### **VI.A. Promotion to Associate Professor with Tenure**

Tenure is not granted to ranks less than Associate Professor, thus the record of work during the tenure process must demonstrate the candidate's accomplishment and excellence appropriate to the rank of Associate Professor. The granting of tenure and promotion to Associate Professor is recognized as an indication of a career commitment on the part of the university to an individual faculty member.

- Section C100 of the University Handbook states: Tenure (and promotion to Associate Professor), therefore, should be based upon clear evidence of the potential for sustained contribution in teaching, scholarship and service over a candidate's career. There should be evidence of continuous intellectual inquiry and professional development of sufficient quality to provide a basis of confidence in future growth and performance. Professional achievement(s) should be considered significant especially when related to professional

growth, scholarship and influence.

- Section C120.2 of the University Handbook states: Promotion to Associate Professor rests on substantial professional contributions that reflect excellence in teaching, research and other creative endeavors, directed service, or extension.
- Section C140 of the University Handbook states: The 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 the annual evaluations.

#### **VI.B. Promotion from Associate Professor to Professor**

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 Section C120.2 of the University Handbook: "Promotion to Professor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies."

As noted in Section C120 of the University Handbook: "Faculty members may expect to advance through the academic ranks on the basis of demonstrated individual merit in relation to their association with the university's mission and with their own disciplines. Each higher rank demands a higher level of accomplishment."

The aforementioned standards and criteria continue to apply in evaluating this ongoing contribution. Particular 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 national reputation in one or more areas of the candidate's field. In addition to the general considerations for promotion, particular attention should be given to special contributions that markedly and creatively enhance the growth and quality of one or more departmental areas. When evaluating a candidate's achievements particular attention should be paid to the issues of:

- Leadership,
- Innovation, and
- Coherence: Depth (focus and specialization) and/or Synthesis (breadth and integration).

Advancement to Professor will reflect a faculty member's acknowledged excellence and achievements significant to interior architecture or industrial and furniture design, such as teaching, scholarship, professional practice, professional service and outreach. Criteria for promotion include both those achievements listed earlier and the following indicators:

- Evaluations:
  - Recognition as a reputable scholar in evaluations by other senior faculty and professionals in the field.
  - Recognition among educators, designers or other professionals as a leading innovator.
- Publications and products:

- Solicitations to write or contribute to major scholarly books and compilations of important ideas and/or historical compendia.
- Solicitations to write or contribute to professional monographs, studies, articles, methodologies.
- Single or joint authored articles in journals widely recognized by design professionals in interior architecture, industrial design, furniture design and related fields as leading sources of scholarly or professional practice information, and/or innovative teaching practice.
- Publication of books, reports or articles recognized to be innovative or of strong or seminal value in advancing the field.
- Editorship of peer-reviewed journals or monograph series in the field.
- Serving regularly as a peer reviewer for scholarly journals.
- High placement in major design competitions; honors, awards, and mentions from major design competitions.
- Recognition of creative work at a national or international level through inclusion in juried exhibits, selection for competitive awards, and residencies (such work may include awards or recognition for the creation of digital tools and/or techniques as well as other creative works).
- Significant patent and/or licensing developed.
- Presentations:
  - Invited plenary speeches to regional or national level conferences.
  - Invited testimony before elected officials' committees.
- Honors and awards:
  - Patents
  - Awards from professional, scholarly and government organizations.
  - Design awards, especially at a national or international level.
  - Service on juries for major design, professional, or research award competitions.
  - University and national recognition awards for teaching, service, achievement, or scholarship.
- Service:
  - Election to regional or national level office in professional and scholarly organizations and demonstrated evidence of substantial contributions.

#### **VI.C. Promotion for Non-Tenure-Track Faculty Ranks**

The procedures for promotion in the non-tenure-track faculty 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 of the University Handbook). 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 department head will solicit from each candidate a portfolio documenting activities and achievements in each of the areas of the assignment of the non-tenure-track faculty member as defined in the offer letter.

Faculty members may expect to advance through the academic ranks on the basis of demonstrated individual merit in relation to their association with the university's mission and with their own disciplines. Each higher rank demands a higher level of accomplishment (see Section C120 of the

University Handbook).

Promotion is based upon an individual's achievements related to the specific criteria, standards, and guidelines developed by departmental faculty members in consultation with the department head and the appropriate Dean (see Section C120.1 of the University Handbook).

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 evaluation (see Section C140 of the University Handbook).

#### **VI.C.1. Promotion from Instructor to Advanced Instructor**

- Promotion to Advanced Instructor rests on substantial professional contributions that reflect demonstrated and continued excellence in teaching in interior architecture, industrial design, furniture design, environmental design, or some combination of the four.
- The 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 the annual evaluations.

#### **VI.C.2. Promotion from Advanced Instructor to Senior Instructor**

- Promotion to Senior Instructor is based on professional contributions that reflect demonstrated and continued excellence in teaching in interior architecture, industrial design, furniture design, environmental design, or some combination of the four.
- The successful candidates for promotion will demonstrate attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies. The assessment of a faculty member's performance upon which a recommendation regarding promotion will be based must reflect the professional expectations conveyed during the annual evaluations.

#### **VI.C.3. Promotion from Research Assistant Professor to Research Associate Professor**

- Promotion to Research Associate Professor rests on substantial professional contributions that reflect demonstrated and continued excellence in research and scholarship.
- The successful candidates for promotion will demonstrate substantial 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 the annual evaluations.

#### **VI.C.4. Promotion from Research Associate Professor to Research Professor**

For promotion to the rank of Research 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 Section C120.2 of the University Handbook: "Promotion to Professor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies."

For this level of advancement there should be evidence of leadership and national reputation in one or more areas of the candidate's field. In addition to the general considerations for promotion, particular attention should be given to special contributions that markedly and creatively enhance the growth and quality of one or more departmental areas. When evaluating a candidate's achievements, particular attention should be paid to the issues of:

- Leadership,
- Innovation, and
- Coherence: Depth (focus and specialization) and/or Synthesis (breadth and integration).

Advancement to Research Professor will reflect a faculty member's acknowledged excellence and achievements in research and scholarship that are significant to interior architecture or industrial and furniture design. Research Professors are expected to attain and maintain ongoing external grants or funding as PI or co-PI, publish scholarship in established academic journals, and/or publish books or book chapters developed as a result of the scholarly inquiry.

Criteria for promotion to Research Associate Professor and Research Professor include both those achievements listed earlier and the following indicators:

- Evaluations:
  - Recognition as a reputable scholar in evaluations by other senior faculty and professionals in the field.
  - Recognition among educators, designers or other professionals as a leading innovator.
- External Grants and Funding:
  - Attainment of substantial external grants or funding as PI or Co-PI on a regular basis.
- Publications and products:
  - Solicitations to write or contribute to major scholarly books and compilations of important ideas and/or historical compendia.
  - Solicitations to write or contribute to professional monographs, studies, articles, methodologies.
  - Single or joint authored articles in academic journals widely recognized by design professionals in interior architecture, industrial design, furniture design and related fields as leading sources of scholarly or professional practice information.
  - Publication of books, reports or articles recognized to be innovative or of strong or seminal value in advancing the field.
  - Editorship of peer-reviewed journals or monograph series in the field.
  - Serving regularly as a peer reviewer for scholarly journals.
  - High placement in major design competitions; honors, awards, and mentions from major design competitions (as a result of the translation or interpretation of the candidate's research and/or scholarship).
  - Significant patent and/or licensing developed.
- Presentations:
  - Invited plenary speeches to regional or national level conferences.
  - Invited testimony before elected officials' committees.
- Honors and awards:
  - Patents
  - Awards from professional, scholarly and government organizations.



- Design awards (as a result of the translation or interpretation of the candidate's research and/or scholarship), especially at a national or international level.
- University and national recognition awards for achievement or scholarship.

#### **VI.C.5. Promotion from Professor of Practice to Senior Professor of Practice**

- Promotion to Senior Professor of Practice rests on substantial demonstrated individual merit in relationship to his/her association with the university's mission and within the mission of the department of Interior Architecture & Industrial Design related to the combination of duties as defined in the offer letter.
- The successful candidates for promotion will demonstrate substantial 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 the annual evaluations.

#### **VI.C.6. Promotion from Teaching Assistant Professor to Teaching Associate Professor**

- Promotion to Teaching Associate Professor rests on substantial professional contributions that reflect demonstrated and continued excellence in teaching in interior architecture, industrial design, furniture design, environmental design, or some combination of the four; and in scholarly achievement related to teaching and service if these duties are defined in the offer letter.
- The successful candidates for promotion will demonstrate substantial 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 the annual evaluations.

#### **VI.C.7. Promotion from Teaching Associate Professor to Teaching Professor**

For promotion to the rank of Teaching 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 Section C120.2 of the University Handbook: "Promotion to Professor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies."

For this level of advancement there should be evidence of leadership and national reputation in one or more areas of the candidate's field. In addition to the general considerations for promotion, particular attention should be given to special contributions that markedly and creatively enhance the growth and quality of one or more departmental areas. When evaluating a candidate's achievements, particular attention should be paid to the issues of:

- Leadership,
- Innovation, and
- Coherence (when scholarly achievement is included in the offer letter): Depth (focus and specialization) and/or Synthesis (breadth and integration).

Promotion to Teaching Professor will reflect a faculty member's acknowledged excellence and achievements significant to teaching in interior architecture, industrial and furniture design,

environmental design, or some combination therein; and in scholarly achievement related to teaching and service if these duties are defined in the offer letter. The assessment of a faculty member's performance upon which a recommendation regarding promotion will be based must reflect the professional expectations conveyed during the annual evaluations.

Criteria for promotion to Teaching Associate Professor and Teaching Professor include both those achievements listed earlier and the following indicators:

- Evaluations:
  - Recognition as a reputable educator and scholar (when included in offer letter) in evaluations by other senior faculty and professionals in the field.
  - Recognition among educators, designers or other professionals as a leading innovator.
- Publications and products:
  - Solicitations to write or contribute to major scholarly books and compilations of important ideas and/or historical compendia.
  - Solicitations to write or contribute to professional monographs, studies, articles, methodologies.
  - Single or joint authored articles in journals widely recognized by design professionals in interior architecture, industrial design, furniture design and related fields as leading sources of innovative teaching practice, and scholarly or professional practice information (if scholarship is included in offer letter).
  - Publication of books, reports or articles recognized to be innovative or of strong or seminal value in advancing the field.
  - Editorship of peer-reviewed journals or monograph series in the field.
  - Serving regularly as a peer reviewer for scholarly journals.
  - Recognition of creative work at a national or international level through inclusion in juried exhibits, selection for competitive awards, and residencies (such work may include awards or recognition for the creation of digital tools and/or techniques as well as other creative works).
  - Significant patent and/or licensing developed.
- Presentations:
  - Invited plenary speeches to regional or national level conferences.
  - Invited testimony before elected officials' committees.
- Honors and awards:
  - Awards from professional, scholarly and government organizations.
  - Service on juries for major design, professional, or research award competitions.
  - University and national recognition awards for teaching and/or scholarship (where included).
- Service:
  - Election to regional or national level office in professional and scholarly organizations and demonstrated evidence of substantial contributions.

#### **VI.D. Responsibilities of Candidate and Head During Non-Tenure-Track Faculty Promotion Process**

##### **VI.D.1. Responsibilities of Candidate**

- Prepare a complete and detailed Curriculum Vitae

- Provide a portfolio that documents activities and achievements in instruction, RSCA, and service, as appropriate based on his/her position, offer letter, and effort distribution.

#### **VI.D.2. Responsibilities of Department Head**

- Identifies and contacts all applicable non-tenure-track faculty members eligible for promotion.
- Visits with potential candidates to reach a conclusion concerning the desirability and feasibility of consideration for promotion. Describes the evaluation process to the candidates and requests from them the documentation that will be required to ensure a meaningful evaluation.
- Compiles general faculty recommendations, votes, and comments, and assesses the report of the IAID eligible faculty Promotion Committee (consisting of all tenured IAID Professors at the rank as described for tenure-track and tenured promotion processes).
- Develops recommendation for the Dean.
- If applicable, communicates with the Promotion Committee to discuss recommendations to be made to the Dean that differ from the recommendations of the committee.
- Provides the candidate with a copy of the department head's letter of recommendation to the Dean.
- Forwards the following to the Dean: the department head's recommendation; the Promotion Committee's letter and vote; the transcribed, unedited comments of the Promotion Committee; and the candidate's credentials (portfolio and curriculum vitae).

## **VII. PROFESSORIAL PERFORMANCE AWARD**

The Professorial Performance Award is described in detail in Sections C49.1-C49.14 of the University Handbook.

### **VII.A. Purpose**

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 as a result of a candidate's routinely meeting assigned duties with a record free of notable deficiencies.

### **VII.B. Criteria**

The criteria for the award will adhere to the following guidelines:

- 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 last Professorial Performance Award;
- The candidate must show evidence of sustained productivity in at least the last six years before the performance review; and,
- The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to Professor according to current approved departmental standards.

### **VII.C. Selection Process**

The Professorial Performance Award document must be approved by a majority vote of the faculty in the department, by the department's administrative head, by the Dean and by the provost. Provision must be made for a review of the document at least every five years as a part of the review of the procedures for annual merit evaluation or whenever standards for promotion to Professor change.

Recommendations for the Professorial Performance Award will follow the timeline associated with the annual evaluation review outlined in the University Handbook. By January 15, all eligible faculty members must submit their portfolio, statement of accomplishments and other activities over the previous six years.

Eligible candidates for review must compile and submit a file that documents her or his professional accomplishments for at least the previous six years in accordance with the criteria, standards, and guidelines established by the department in its tenure and promotion document. The department head will make the submission file available for review and recommendation by the faculty within the department at the rank of Professor. A ballot will be taken including the vote and rationale of each eligible 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.

The department head will prepare a written evaluation of the candidate's materials in terms of the criteria, standards, and guidelines established, along with a recommendation for or against the award.

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 has the opportunity to submit written statements of unresolved differences regarding his or her evaluation to the department head and to the Dean. A copy of the department head's written recommendation will be forwarded to the candidate.

The department head must submit the following items to the Dean by the way of the College Promotion and Tenure Committee:

- A copy of the evaluation document used to determine qualification for the award,
- Documentation establishing that there was an opportunity for the candidate to examine the written evaluation and recommendation,
- Any written statements of unresolved differences concerning the evaluation,
- The candidate's supporting materials that served as the basis of adjudicating eligibility for the award.

The College Promotion and Tenure Committee will review the department documents and criteria and assess the candidate's performance as to the merits of the submittal. The Committee will make a recommendation to the Dean.

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.

A Dean who does not agree with recommendations for the Professorial Performance Award made by a department head regardless of the actions of the College Promotion and Tenure Committee 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 recommendation, the Dean must notify the candidate, in writing, of the change and its rationale. Within seven working days after notification, such candidates have the opportunity to 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.

The provost will review all evaluation materials and recommendations to ensure that:

- the evaluation process was conducted in a manner consistent with the criteria and procedures approved by the unit; and,
- there are no inequities in the recommendations based upon gender, race, religion, national origin, age or disability.

If the provost does not agree with recommendation 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.

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.

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.

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.

## **VIII. POST-TENURE REVIEW**

Post-Tenure Review is described in detail in Appendix W: Post-Tenure Review Policy of the University Handbook.

### **VIII.A. Purpose**

The purpose of Kansas State University's post-tenure review is to enhance the continued professional development of tenured faculty. The process aims 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. Post-tenure review 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 have no bearing on the chronic low achievement or annual evaluation policies and processes.

- In no case should post-tenure review be used to shift the burden of proof from the institution's administration (to show cause why a tenured faculty member should be dismissed) to the individual faculty member (to show cause why they should be retained).
- The written criteria for faculty post-tenure review should be developed and periodically reviewed by the faculty. The basic standard for appraisal should be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position, not whether the faculty member meets the current standards for the award of tenure or promotion.
- Post-tenure review should be generally developmental and supported by available resources for professional development or a change of professional direction.
- Post-tenure review should be flexible enough to acknowledge different expectations in different disciplines and changing expectations at different stages of faculty careers.
- Except when faculty appeals procedures direct that files be available to aggrieved faculty members, the outcome of evaluations should be confidential, that is, confined to the appropriate college or university persons or bodies and the faculty member being evaluated, released otherwise only at the discretion or with the consent of the faculty member or when required by law.

### **VIII.B. Procedures**

The department of Interior Architecture & Industrial Design 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.

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.

In developing evaluative criteria for post-tenure review, the Department of Interior Architecture & Industrial Design draws on the "basic standard for appraisal" delineated in the University Handbook: "Whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position" (Appendix W, 1.a.ii of the University Handbook).

The faculty member's contributions to the University will be deemed "appropriate" so long as:

- the faculty member's classroom performance has been acceptable;
- the faculty member maintains an ongoing program of research and/or creative work; and,
- the faculty member's service duties have been carried out.

#### **VIII.B.1. Materials for the Review:**

Materials to be submitted include:

- A one-page statement summarizing long-term (5-year) strategy for continued professional development.
- The six previous annual evaluations and a one-page cumulative summary of progress made toward long-term strategy and professional development objectives.
- A copy of the faculty member's current curriculum vitae.

#### **VIII.B.2. Assessment Procedure and Timeline:**

The department head is responsible for review of the materials. The department head will provide a written summary of the faculty member's strengths and areas for improvement (if any) citing previous annual performance evaluations. The summary assessment will conclude with one of the following statements and resulting action plan:

- Material shows evidence of professional development and competence relative to the duties, long-term strategy and actions, achievements and/or accomplishments related to effective teaching, RSCA, and service. (Faculty member should continue on present course of action.)
- Materials indicate a need for improved alignment between long-term goals and strategy and actions, achievements and/or accomplishments. (Faculty member, together with the department head, develop a plan of action to improve alignment.)
- Material indicates a well-developed long-term strategy with partial or insufficient accomplishment related to actions, achievements and/or accomplishments. (Faculty member, together with the department head, develop a plan of action to improve activities and accomplishments.)

The department head signs the review and provides the faculty member with two copies, two weeks in advance of the meeting to discuss the review. The faculty member provides the department head



with a signed copy, acknowledging receipt of the review. This copy is placed in the faculty member's file. If the department head's review indicates that a development plan is in place, the faculty member discusses progress toward any goals set in the plan at each subsequent annual evaluation meeting.

A copy of the faculty member's post-tenure review written by the department head is submitted to the Dean, who ensures that the review was conducted in a manner consistent with department and university criteria and procedures.

Faculty post-tenure reviews will occur beginning with faculty having the longest running post-tenure review clock and incorporating faculty each year until all have engaged in the process. In general, post-tenure review is conducted for tenured faculty every six years and conforms to the timeline associated with the annual evaluation review as outlined in Appendix W of the University Handbook.

The following events shall modify and "reset" the post-tenure review clock:

- application for promotion to full Professor;
- application for the Professorial Performance Award (see Section VII and Section C49 of the University Handbook);
- 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 head approve the delay.

Those who have formally announced their retirement through a written letter to the department head, or have begun phased retirement, are exempt from post-tenure review.

Post-tenure review of the department head will be conducted by the Dean of the College of Architecture, Planning and Design. The department head's annual and five-year reviews will be included in the materials to be used in the review.

## **IX. GUIDELINES FOR MINIMUM YEARLY EXPECTATIONS AND UNDERACHIEVEMENT**

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 exhibition of professional competence are in the classroom, studio or laboratory, and in the public arena through activities such as discussions, lectures, consulting, publications and participation in professional organizations and meetings.

A “poor evaluation” for underachievement is a symptom of failure on the part of a faculty member to adequately perform the prime duties of teaching, scholarship, service, and collegiality mutually agreed upon by the university community and the members of the academic unit.

### **IX.A. Criteria for Underachievement**

Each faculty member must be evaluated on the basis of achievement in the areas of teaching, RSCA, service, and professional development endeavors directed toward the maintenance and enhancement of lifelong development skills; service—at a minimum—to the unit, college and university; and collegiality with faculty and students appropriate to maintaining a setting conducive to the free exchange of ideas, expression, and mutual trust.

It is a well-recognized fact that some faculty members will choose, over the course of their university careers and after consultation and full agreement with their faculty, department head, and Dean, to place more emphasis and effort in a particular aspect of his/her professional development. Thus, it may be the choice of a faculty member—in concert with his/her yearly self-development goals and evaluations—to dedicate a majority of their time to achieving innovation and excellence in the instructional mission of the department. At the same time, others may propose to advance their development—and thus further their contribution to the mission of the department—by meaningfully contributing to the status of the profession through competitions, pure scholarship and writing, creative endeavors, funded research, professional practice, or professional service. However, it is equally well recognized that career development, which reflects the nature of university life, is multidimensional and that concentration in a particular endeavor must not be used as an excuse for failure to contribute to the overall advancement and growth of the educational unit.

#### **IX.A.1. Evidence of underachievement in teaching or professional performance may include, but are not always limited to:**

- 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.
- A failure to meaningfully respond to a charge on a yearly evaluation clearly pointing to the need for self-improvement.
- Poor performance and/or lack of evidence of effectiveness in the direction of projects or research by undergraduate or graduate students; also, lack of participation in class examination activities.
- Lack of innovations in program implementation and in the development of challenging curriculum courses.
- Failure in the development and implementation of special projects, resource tools, and/or the use of creative techniques in the performance of classroom duties.

- 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.
- A consistent record of “poor” classroom evaluations by students, supervisors, and/or senior faculty.
- An unexplained pattern of absenteeism in the classroom or studio.

**IX.A.2. Evidence of underachievement in scholarship and/or creative activities demanded by the normal expectations of university life may include, but are not always limited to:**

- A consistent failure to contribute to the body of professional, scientific, or educational literature in a faculty member’s chosen field of endeavor evidenced by a lack of attempt to produce books, papers, research reports, competitions and exhibitions, design experiences, documented classroom innovations, and similar items.
- A failure to demonstrate professional competence through a lack of effort to remain at the front of the literature and knowledge of a faculty member’s chosen field of expertise and teaching.
- 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 special seminars, conferences, and meetings of chosen professional societies.
- In general, a consistent pattern of lack of professional recognition by peers, including outside agencies, professions, groups, or other individuals in the field.

**IX.A.3. Evidence of underachievement in service demanded by the normal expectations of university life may include, but are not always limited to:**

- 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.
- A failure to contribute to the normal obligations of faculty as members of a chosen profession—a persistent lack of contact with professional societies and a failure to acquaint students with the obligations of professional discourse and development.

**IX.A.4. Evidence of underachievement in promoting collegiality with faculty and students demanded by the normal expectations of university life may include, but are not always limited to:**

- 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.
- Continuing or repeated failure to perform duties or meet responsibilities to the institution as defined in the hiring contract and/or yearly evaluations, and/or meet the normal obligations of courtesy in serving the needs of students.
- A failure to protect the rights of privacy of students.

**IX.A.5. Signals of Failure and Magnitude of Underachievement Warranting Dismissal**

The concept of “chronic” underachievement flows from the notion of persistent failure to meet the minimum expectations of a profession. Chronic underachievement is not suddenly discovered; rather,

it is an assessment of performance that follows fair warning and constructive notice that a faculty member's actions, in whole or part, constitute a liability for the unit as a whole. 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/or in comparison 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 "poor" or as underachievement. Important concepts leading to the assessment of a "poor" evaluation are:

- To assess a faculty member's overall evaluation as "poor" requires that the department head balance the total record of a faculty member's yearly performance with the particular actions(s) in question.
- 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 "poor" evaluation regardless of faculty strengths in other endeavors.
- Several marginal evaluations, especially where a faculty member fails to respond to reasonable requests for correction, may lead to a "poor" evaluation or a series of poor evaluations. Therefore, a "poor" assessment is based less on an action itself than it is on lack of meaningful response to a reasonable request for change.

#### **IX.A.6. Procedure for Assessing Underachievement by Yearly Faculty Evaluation**

In keeping with regular procedures in matters of tenure (see Sections C112.1 and C112.2 of the University Handbook), when a tenured faculty member's overall performance falls below the minimum, acceptable level, as indicated by the annual evaluation, the department or unit 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 appropriate Dean. If the faculty member has two successive evaluations 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 department head of the Interior Architecture & Industrial Design and the Dean of the College of Architecture, Planning, and Design.

- Notification - The department head and Dean notify a faculty member of intent to dismiss for chronic underachievement, following the receipt of two successive or three "poor" evaluation in any five years. If the faculty member challenges the decision, the faculty member may follow the KSU University Handbook for further guidance.

#### **IX.A.7. Applicable University Rules - KSU University Handbook**

Section C31.1: Criteria, standards, and guidelines. It is not possible at the University or college levels to establish detailed criteria and standards for annual merit salary adjustments, reappointment, promotion, and tenure. It is the provost's responsibility to ensure that the faculty of each academic department or unit, in consultation with the department head or unit director and the Dean develop

and periodically review the criteria, standards, and guidelines (see Section A30 of the University Handbook).

**Section C31.5: Chronic Low Achievement.** Chronic failure of a tenured faculty member to perform his/her professional duties, as defined in the respective unit, shall constitute evidence of “professional incompetence” and warrant consideration for “dismissal for cause” under existing university policies. Each department shall develop a set of guidelines describing the minimum-acceptable level of productivity for all applicable areas of responsibility for the faculty, as well as procedures to handle such cases. In keeping with regular procedures in matters of tenure (see Sections C112.1 and C112.2 of the University Handbook), eligible departmental faculty will have input into any decision on individual cases unless the faculty member requests otherwise. When a tenured faculty member’s overall performance falls below the minimum-acceptable level, as indicated by the annual evaluation, the department or unit 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 appropriate Dean. If the faculty member has two successive evaluations 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 appropriate Dean.

**Section C31.8.** To help clarify the relationship between annual evaluations for merit, salary, and promotion and evaluations that could lead to Section C31.5, the following recommendations are made:

- When annual evaluations are stated in terms of “expectations”, then the categories should include at least the following: “exceeded expectations,” “met expectations,” “fallen below expectations but has met minimum-acceptable levels of productivity,” and “fallen below minimum-acceptable levels of productivity,” with the “minimum-acceptable levels of productivity” referring to the minimum standards called for in Section C31.5 of the University Handbook.
- The department’s guidelines for “minimum-acceptable levels of productivity” (1.0- 1.89 of the department of Interior Architecture & Industrial Design Full-Time Faculty and Professional Staff Rating System) should explicitly state the point at which a faculty member’s overall performance can bring Section C31.5 of the University Handbook into play. The guidelines should reflect the common and dictionary meaning of “overall” as “comprehensive,” which may be based on any of the following:
  - A certain percentage of total responsibilities
  - Number of areas of responsibility
  - Weaknesses not balanced by strengths
  - Predetermined agreements with the faculty member about the relative importance of different areas of responsibility

**APPENDIX A: Annual Self Report and Evaluation Documents**



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**DEPARTMENT OF INTERIOR ARCHITECTURE & INDUSTRIAL DESIGN**  
**Annual Evaluation Part 1: Self Report & Professional Forecast**

Use the spaces below to provide a list of activities for the areas relevant to your position (Teaching, RSCA, Service, & Professional Development) that have been completed during the previous academic year, including university-approved assessments (if available), and evidence supporting the self-report. At the end of each section Teaching, RSCA and Service also complete a Professional Forecast looking ahead to the goals for the coming year. Objectives delineated by faculty member to include a summary of teaching aspirations (courses desired to teach) and forecast of professional objectives for each area of their position; drafted by faculty member, finalized by department head and faculty member.

Name:

Position:

Date:

**TEACHING:** \_\_\_\_\_ % Assigned Load (for evaluation year)

**Activities:** Provide a list summarizing the activities related to teaching undertaken during the evaluation year, include supporting evidence documentation in a separate pdf.

Fall:

*Example (please remove):* IARC 435 – Studio 3

- The teaching strategy for this course was ... the outcomes were... and its effectiveness was.
- Supporting Evidence:
  - Course syllabi
  - Teaching evaluations (TEVAL and other approved student evaluations)
  - Three examples of student work pdf of review boards, images of models, reports, team projects, drawings, material boards, tests, quizzes, exams etc.)
  - Class process documentation ((field trips, itineraries, invited reviewer, etc.)

Spring:

**Forecast:** Describe aspirations for the next academic year's Teaching assignment.

Desired Teaching Load: \_\_\_\_% (indicate *if* a percentage change is desired for the upcoming year)

Professional Objectives for Teaching:

- *Example (please remove):* For the upcoming year....

**RSCA:** \_\_\_\_\_% Assigned Load (for evaluation year)

**Activities:** Provide a list summarizing the activities related to RSCA undertaken during the evaluation year, include supporting evidence documentation in a separate pdf.

*Example (please remove):*

- Doe, John. "Digital Ponderings in Interiors." In proceedings of the 2012 Design Communications Association Biannual National Conference: Graphic Quest – The Search for the Perfection in Design Communication. Oklahoma State University, Stillwater, OK: School of Architecture. Accepted abstract and paper, will be published in proceedings and presented.
- For those scholarly activities that do not conform to citation format use bullet point format to describe activity and in what stage of completion it is in and how it might be peer reviewed currently or in the future.

**Forecast:** Describe aspirations for the next academic year's RSCA assignment.

Desired RSCA Load: \_\_\_\_\_% (indicate *if* a percentage change is desired for the upcoming year)

Professional Objectives for RSCA

- *Example (please remove):* For the upcoming year....

**SERVICE:** \_\_\_\_\_% Assigned Load (for evaluation year)

**Activities:** Provide a list summarizing the activities related to Service undertaken during the evaluation year, include supporting evidence documentation in a separate pdf.

*Example (please remove):*

- Departmental
  - Academic Affairs
    - Evaluated curriculum changes in regard to accreditation standards
  - Faculty Search Co – Chair
    - Conducted a successful search in hiring ...

**Forecast:** Describe aspirations for the next academic year's RSCA assignment.

Desired Service Load: \_\_\_\_\_% (indicate *if* a percentage change is desired for the upcoming year)

Professional Objectives for Service

- *Example (please remove):* For the upcoming year....

**PROFESSIONAL DEVELOPMENT:** \_\_\_\_\_% Assigned Load (for evaluation year)

**Activities:** Provide a list summarizing the activities related to Professional Development undertaken during the evaluation year, include supporting evidence documentation in a separate pdf.



*Example (please remove):*

- Departmental
  - Workshop
  - Formal Coursework

**Forecast:** Describe aspirations for the next academic year's RSCA assignment.

Desired Professional Development Load: \_\_\_% (indicate *if* a percentage change is desired for the upcoming year)

Professional Objectives for Professional Development

- *Example (please remove):* For the upcoming year....



**DEPARTMENT OF INTERIOR ARCHITECTURE & INDUSTRIAL DESIGN**

**Annual Evaluation Part 2: Department Head Assessment & Evaluation**

Assessment of materials with a corresponding rating of value on the four-point scale utilized by the Department of Interior Architecture & Industrial Design. Numerical ratings may be whole or non-whole numbers. Summary evaluation includes an overall written assessment, and sum of ratings factored by associated assigned percentages to weight the category.

**TEACHING**

Assigned Load:

Assessment:

**RSCA**

Assigned Load:

Assessment:

**SERVICE**

Assigned Load:

Assessment:

**PROFESSIONAL DEVELOPMENT**

Assigned Load:

Assessment:

**SUMMARY**

Evaluation/overall written assessment:

Sum of ratings factored by associated assigned percentages to weight the category:

Category	Assigned Percentage / Weight	Rating	Weighted Rating
Teaching			
RSCA			
Service			
Professional Development			
<b>Total Rating</b>			

The Department Head's assessment of all faculty members within the department forms the context for determining the long-term growth of the individual being evaluated.

Summary of annual expectations and long-term goals:

Annual Objectives			
Teaching and Professional Development	Research/ Creative Endeavors	Service and Leadership	Professional Development
			<---Forecast

Overall Performance Rating:

Department of Interior Architecture & Industrial Design Full-Time Faculty, Professional Staff Rating System	
Departmental Classification	Range of Points for Each Classification
Exceeded expectations	3.50-4.00
Met expectations	2.80-3.49
Fallen below expectations but has met minimum-acceptable levels of productivity	1.90-2.79
Fallen below minimum-acceptable levels of productivity	1.00-1.89

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 each individual faculty member reviews it. A signature is required to acknowledge the opportunity for review and does not necessarily signify agreement.

\_\_\_\_\_  
Faculty Member Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Department Head Signature

Date: \_\_\_\_\_

## Professional Staff Annual Evaluation

1. During the past year, you have demonstrated a high level of professional competence and a strong commitment to the organization's mission and values.

2. You have consistently met or exceeded expectations in all areas of your job, and your work has been a significant contribution to the organization's success.

3. Your ability to work independently and take initiative has been a key strength, and you have demonstrated excellent communication and collaboration skills with your colleagues and superiors.

4. Your dedication and hard work have been a source of inspiration for your team, and you have consistently demonstrated a high level of integrity and ethical conduct.

5. Your strong leadership skills and ability to motivate others have been a key asset to the organization, and you have consistently demonstrated a high level of accountability and responsibility.

6. Your excellent organizational and time management skills have been a key strength, and you have consistently demonstrated a high level of efficiency and effectiveness in your work.

7. Your strong interpersonal skills and ability to build positive relationships with others have been a key asset to the organization, and you have consistently demonstrated a high level of professionalism and courtesy.

8. Your strong analytical and problem-solving skills have been a key strength, and you have consistently demonstrated a high level of creativity and innovation in your work.

9. Your strong attention to detail and commitment to quality have been a key asset to the organization, and you have consistently demonstrated a high level of accuracy and thoroughness in your work.

10. Your strong sense of responsibility and commitment to the organization's success have been a key asset to the organization, and you have consistently demonstrated a high level of dedication and hard work.

11. Your strong communication and presentation skills have been a key strength, and you have consistently demonstrated a high level of clarity and effectiveness in your work.

12. Your strong ability to work under pressure and manage multiple tasks simultaneously has been a key asset to the organization, and you have consistently demonstrated a high level of resilience and adaptability.

13. Your strong ability to learn and grow from your experiences has been a key asset to the organization, and you have consistently demonstrated a high level of curiosity and a strong desire for professional development.



**DEPARTMENT OF INTERIOR ARCHITECTURE & INDUSTRIAL DESIGN**

**Annual Evaluation Part 1: Self Report & Professional Forecast (*Professional Staff*)**

Staff Member

Name: Staff

Member Position:

Date:

Provide a general list of activities for those areas in your position for the academic year just completed, including university-approved assessments (if available), and evidence supporting the self-report. Also complete a Professional Forecast for each area looking ahead to the goals for the coming year. The Professional Forecast should be delineated by staff member to include summary of professional development aspirations and forecast of professional objectives for each area of his/her position; drafted by staff member, finalized by department head and staff member.

**Duties:** \_\_\_\_% Assigned Load (for evaluation year)

Activities or other information related to this Duty:

If you presented at a conference or award in relation to your position, fill in the appropriate information below.

**Forecast of Duties:** \_\_\_\_\_: \_\_\_\_% (*as appropriate*)

Professional Objectives for Duty:

(*repeat as necessary*)

**Service:** \_\_\_\_% Assigned Load (for evaluation year)

Other activities related to Service:

**Forecast of Service:** \_\_\_\_% (*as appropriate*)

**Professional Development:** \_\_\_\_% Assigned Load (for evaluation year)

**Forecast of Professional Development:** \_\_\_\_% (*as appropriate*)

Other activities related to Professional Development:



**DEPARTMENT OF INTERIOR ARCHITECTURE & INDUSTRIAL DESIGN**

**Annual Evaluation Part 2: DEPARTMENT HEAD ASSESSMENT/EVALUATION**

*(Professional Staff)*

Staff Member Name:

Staff Member Position:

Date:

Assessment of materials with a corresponding rating of value on the four-point scale utilized by the Department of Interior Architecture & Industrial Design. Numerical ratings may be whole or non-whole numbers. Summary evaluation includes an overall written assessment, and sum of ratings factored by associated assigned percentages to weight the category.

**Duty**

Assigned Load: \_\_\_\_\_ %

Duty Assessment:

**Duty**

Assigned Load: \_\_\_\_\_ %

Duty Assessment:

**Service**

Assigned Load: \_\_\_\_\_ %

Service Assessment:

**Professional Development**

Assigned Load: \_\_\_\_\_ %

Professional Development Assessment:

Summary evaluation/overall written assessment:



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Sum of ratings factored by associated assigned percentages to weight the category (duty categories added as needed):

Category	Assigned Percentage / Weight	Rating	Weighted Rating
Duty _____			
Duty _____			
Service			
Professional Development			
<b>Total Rating</b>			

Department of Interior Architecture & Industrial Design Full-Time Faculty and	
Departmental Classification	Range of Points for Each Classification
Exceeded expectations	3.50-4.00
Met expectations	2.80-3.49
Fallen below expectations but has met minimum-acceptable levels of productivity	1.90-2.79
Fallen below minimum-acceptable levels of productivity	1.00-1.89

Employee Signature: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Employee has the opportunity to provide a written response regarding any unresolved issues to the supervisor 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.*