

A.Q. Miller School of Journalism and Mass Communications
Department

College of Arts & Sciences
College

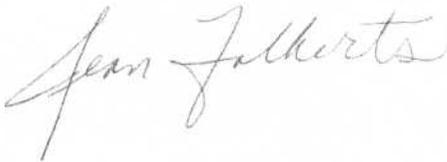
Policy Statement Concerning:

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 (April 27, 2017)

NEXT REVIEW DATE: April, 2022



July 7, 2017

Department Head's Signature

Date



Dean's Signature

JUL 10 2017

Date



Provost's Signature

26 July 17
Date

Criteria, Standards and Procedures for Appointment, Evaluation, Tenure and Promotion
A.Q. Miller School of Journalism and Mass Communications
Kansas State University
Approved by JMC Faculty on June 17, 2017

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I PREAMBLE

The A. Q. Miller School of Journalism and Mass Communications serves a variety of constituencies—students who need excellent instruction, media organizations that benefit from public service, a university community that recognizes the centrality of communications, and a society that becomes better informed through the creation and application of knowledge.

These responsibilities require a faculty with an appropriate balance of professional experience, academic credentials and teaching excellence.

Beyond the classroom, the A. Q. Miller School expects its faculty to contribute in these areas:

- Scholarly research and/or creative activity that extend and apply knowledge,
- Service to the university, to the profession, and to the public, in keeping with the university's land-grant heritage, and
- Advancing the reputation and impact of Kansas State University in the state and beyond.

The school seeks to appoint, tenure and promote candidates whose quality and diversity of talents best serve these expectations. Furthermore, faculty are expected to be members in the community of scholars and are encouraged to endorse the KSU Principles of Community (<http://www.ksu.edu/Welcome/community.html>).

This document provides the criteria, standards and procedures for evaluation of faculty performance in achieving the school's mission in teaching, research and/or creative activity, and service. This document further details the policies and procedures for appointment, evaluation, tenure, and promotion established in the K-State University Handbook (<http://www.k-state.edu/provost/universityhb/>).

II POSITION DESCRIPTIONS

The school seeks faculty in tenure-track, non-tenure track, regular and term appointments. The school also recognizes that both academic and professional paths are appropriate preparation for initial appointment, reappointment, or promotion and tenure.

An initial appointment with tenure is possible at the level of associate professor or professor. In addition, qualified faculty may be granted non-tenure track appointments at an appropriate rank. The decisions are made with the approval of the school's director, the dean and the provost.

II A. Tenure-Track Appointment

A doctoral or terminal degree is the standard prerequisite for appointment to one of the academic ranks in the school. An appointment to the faculty may be made in anticipation of the completion of a doctorate or terminal degree. When such an appointment is made, it will be with the written agreement that the faculty member must attain the doctorate or terminal degree within a specified time to qualify for retention.

II B. Non-Tenure Track Appointment

In accordance with University Handbook Sections C10–C12, the positions and ranks of non-tenure track faculty in the school are:

- Instructor, Advanced Instructor, Senior Instructor;
- Professor of Practice; Senior Professor of Practice;
- Teaching Assistant Professor; Teaching Associate Professor; Teaching Professor;
- Research Assistant Professor; Research Associate Professor; Research Professor.

Faculty members appointed to these positions may be offered a regular or term appointment as described in II B.1. Appointment Types.

The Kansas State University Handbook recognizes that accomplishments or experiences other than the terminal degree may qualify a candidate for appointment to one of the non-tenure track titles. These include instructor (C12.0) and professor of practice (C12.3). . In an academic unit with a strong professional component, practitioners who bring valuable mass communication experience to the faculty are essential to the school’s mission.

Therefore, professional accomplishment will be considered in lieu of the terminal degree in determining the suitability of a candidate for a faculty appointment to the instructor or professor of practice titles. For example, a master’s degree and substantive experience deemed by the faculty to be professional and appropriate could be accepted.

The non-tenure track positions and their qualifications for appointment at the lowest ranks are as follows:

Instructor: a master’s degree in journalism or mass communications field and three years’ professional experience in a journalism or mass communications field.

Professor of Practice: a master’s degree relevant to the discipline, and five years’ professional experience in journalism or mass communications field.

Teaching Assistant Professor: terminal degree appropriate to the discipline.

Research Assistant Professor: Ph.D. and a proven track record of published, peer-reviewed research.

II B.1. Appointment Types

Non-tenure track faculty may hold either regular appointment (1-year contract with notice of non-reappointment) or term appointment (lowest rank: 1-year contract; upper ranks, 1-, 2- or 3-year contract with no notice of non-reappointment). As stated in the University Handbook, a non-tenure track term appointment carries no expectation of continued appointment beyond the term stated in the contract, and the standards for notice of non-reappointment do not apply. A faculty member with a regular appointment is a member of the general faculty and is afforded all their perquisites, including notice of non-reappointment. Reappointment of non-tenure track faculty on annual appointments will follow review processes as defined in the section for tenure-track faculty; however, the performance of faculty will be evaluated by the non-tenure track review committee. See the University Handbook (C12.0, .1, .3, .4) for more details regarding non-tenure track appointments.

II B. 2. Creation of Positions

Upon the adoption of this document, current non-tenure track faculty members appointed at the rank of instructor may request to have their appointments changed to one of the non-tenure track ranks (or to retain the position and rank of instructor) as fits their qualifications for the position, as outlined in Section II B. Non-tenure track Appointments.

III CRITERIA FOR ANNUAL EVALUATION, REAPPOINTMENT AND PROMOTION

The evaluation of faculty is based on their quality of performance in teaching, research and/or creative activity, and service. Faculty provide evidence for their performance on an annual basis by compiling materials that establish the range, quality and context of the work they have accomplished in each of these areas.

In accordance with the University Handbook (C82.4), faculty members who have academic experience at other colleges or universities and who have met the criteria and standards for tenure may apply for tenure and promotion at any time during the probationary period if specified in the agreement under which they were hired or with the permission of the director.

The following guidelines and criteria are provided to establish the standards against which a faculty member's performance will be assessed in each of the three areas of faculty responsibility.

III A. Teaching

Teaching encompasses a range of faculty activity, which could include planning and teaching courses, creating new courses, advising students and supervising graduate students. These responsibilities in teaching are consistent with the University Handbook (C2).

Therefore, in the context of this document, teaching may include classroom instruction, preparing new or revised course materials, conducting seminars, advising undergraduate students, overseeing independent study courses, and mentoring students outside the classroom. Aspects of supervising graduate students (e.g. serving on thesis committees, general advice on appropriate course requirements, etc.) come into this category, but more scientifically based activities such as co-formulating research hypotheses, co-authorship of papers for conferences, writing journal articles or developing proposals for research funding are considered under research (III B., below).

Additionally, faculty are expected to:

- provide coherent course materials;
- prepare students for employment or further graduate study;
- maintain up-to-date knowledge in each subject taught;
- provide a clear and coherent style of presentation;
- provide a learning environment that stimulates students' interest and appreciation for a field of study;
- intellectually challenge students;
- meet students' academic advising needs;
- be accessible to students during posted office hours;

- convene classes on a regular basis or provide an alternative learning experience;
- return graded assignments in a reasonable amount of time and provide meaningful and constructive feedback.

In addition to a high standard of teaching, it is expected that faculty perform with academic integrity, promote scholarship and intellectual growth, communicate effectively, and show concern for students as individuals. The director will take into consideration positive or negative evidence concerning these points as part of teaching evaluations and will apprise faculty members when serious concerns are involved.

Indicators of poor teaching may be mitigated by factors that may include:

- class characteristics such as size of class and type of class (e.g., lecture versus case-oriented, required versus elective, etc.);
- the first time a faculty member has taught a course;
- new course preparation for a faculty member;
- insufficient percentage of time assigned to teaching;
- consistent overload teaching.

III A. 1. Formats of Teaching

The school recognizes a variety of teaching formats. Teaching in the program can include large lectures, small seminars, studios, online, career coaching, study abroad, practica, facilitating internships or independent study.

Faculty should refer to the school's policy for online teaching, which defines in-load, overload and optional loads, and determines eligibility for teaching online courses.

III A. 2. Syllabus and Instructional Methods

Faculty members are expected to develop a syllabus for each class they teach. Examples of major instructional materials also may be provided.

A. Q. Miller School course syllabi must include the following minimum requirements:

- Statement of course purpose, goals, objectives and student learning outcomes;
- Assigned textbook/readings and course readings list;
- Statement of student grading and assessment standards and procedures;
- Schedule of class dates and topics;
- Listing of assignments, graded projects and examinations;
- Faculty office hours, campus address, phone number and e-mail;
- Classroom conduct policy;
- FERPA statement;
- Campus safety statement; and
- Other such information as added from time to time by the school, dean or provost.

In addition to the above, mandatory syllabus statements from the university include:

- Academic honesty statement;
- Statement regarding students with disabilities; and
- Statement defining expectations for classroom conduct;
- Other university-mandated information.

Faculty members are to submit copies of syllabi to the main office by the first day of class. If modifications are made to a syllabus during the term, the revised version must be filed in the main office with the date of revision marked.

III A. 3. Defining Student Learning Outcomes (SLOs)

Student learning outcomes help faculty members measure student achievement. SLOs should align with the overall mission of the school, the ACEJMC accreditation standards, advance the goals of a specific class and fulfill the goals of the curriculum.

The work done within a particular class should advance the goals of the specific class and of the broader curriculum.

In general, the faculty member should explicitly state the academic and/or professional standards that are being applied and how they are measured.

III A. 4. Undergraduate Academic Advising

Advising is considered part of teaching. All full-time faculty members may engage in advising of undergraduate students who have been admitted to the school as majors. The advising relationship between a student and a faculty member is important to the student's development.

III B. Research and Creative Work

Mass communications has the power to influence considerable development in ensuring the freedom of a democratic society. Faculty members in the A.Q. Miller School are expected to make contributions to the field through research, creative works or interdisciplinary scholarship. These expectations are consistent with the University Handbook (C1–15).

Communications research is not narrow or easily defined, so research and creative works in the discipline may appear in the sphere of mass communications as well as in art, business, education, health, history, humanities, psychology and science. Additionally, the discipline has a strong orientation toward faculty who do not have terminal degrees but who have extensive, distinguished professional experience in the field.

Because the quality of research and creative works is important in the academy, faculty achievements should be externally evaluated, in whatever manner is appropriate. External peers in the discipline should have the capacity to make strong, independent decisions about the merit of a faculty member's productivity for the purpose of annual review, tenure and promotion.

III B. 1. Types of Research and Creative Work

In the A.Q. Miller School, research and creative works encompass: 1) quantitative research such as content analysis, experimental studies, narrative analysis or survey design; 2) qualitative research such as case studies, participant observation, rhetorical criticism or textual analysis; and 3) creative works, which can be broadly defined and are usually discipline-specific.

Evaluation of faculty performance in the area of research and creative works must consider not only the scale of different activities, but also acknowledge the ways those activities are classified

by scholars and mass communicators within the field's various academic disciplines. A "peer-reviewed" classification refers to academic research and scholarship, while "juried" and "refereed" classifications refer to creative works. Faculty achievements in research and creative works will be evaluated on their quality and significance in their respective fields and in society.

Because research and creative works merit different outcomes among tenure and non-tenure track faculty in the school, they apply toward faculty members' record of achievement in different ways. The following list of activities that are recognized in the school is neither complete nor hierarchical:

- Abstracts
- Advertising or PR campaigns
- Anthology chapters
- Audio or video programming
- Books authorship or editorship
- Book chapters
- Book reviews
- Conference panels
- Conference presentations
- Conference proceedings
- Media design
- Digital, social or multimedia content
- Documentaries and filmmaking
- Grant writing (internal and external)
- Journal articles
- Magazine and trade publication articles
- Newspaper articles and columns
- Photography exhibitions
- Poster presentations
- Video or print editing

When applying for tenure, research or creative work will be a major consideration.

III C. Service

Every faculty member is expected to make meaningful contributions to the school's wide range of constituencies. The service component involves professional, academic, university and civic activities.

When determining a faculty member's contribution, the focus is on the leadership level and the quality of involvement. As stated in the University Handbook, "non-directed service cannot be the major grounds upon which tenure or promotion are based" (C.32.7). Non-directed service is defined as "profession-based service, institution-based service, and public-based professional service" (C.32.7).

Faculty can provide service in any field in which they have an interest. However, faculty activities generally should be relevant to the faculty member's role and/or area of specialization at the university. The following service areas are not a complete list and are not hierarchical.

III C. 1. Professional Service

Professional service involves assisting and sharing knowledge about communications to various organizations or audiences. Criteria in this category are focused on, but not limited to, the following activities:

- Freelance communication work;
- Communication consulting;
- Representing the profession at public events (e.g., speeches, panel discussions, expert testimony);
- Cultivating productive relationships with outside journalism and mass communications constituents.

III C. 2. Academic Service

Academic service involves taking an active role in scholarly associations and publications. Criteria in this category are focused on, but not limited to, the following items:

- Holding an office, serving as a committee chair or handling other administrative responsibilities in an appropriate scholarly and professional organization;
- Planning and participating in programs, seminars and workshops that contribute to serving the school's professional and academic constituencies;
- Serving as journal editor or editorial board member for a professional organization's publication;
- Serving as a peer reviewer of articles, manuscripts submitted to refereed journals, book chapters or books;
- Serving as a peer reviewer of papers or abstracts for inclusion in proceedings or presentation at a professional meeting;
- Giving speeches and other activities that contribute to the discipline;
- Judging professional and academic contests related to the school's mission;
- Representing the school at professional meetings;
- Mentoring other faculty members;
- Advising or mentoring student organizations;
- Serving as an outside reviewer of candidates for tenure and promotion at other institutions;
- Reviewing application or nominations for awards, honors, and grants at other organizations;
- Serving as an outside reviewer of candidates for tenure and promotion at the university.

III C. 3. University Service

University service involves activities performed for the school, college or university. Criteria in this category are focused on, but not limited to, the following:

- Supervising student media;
- Sponsoring and advising student organizations;
- Serving as chair of school, college, and university committees;
- Serving as a member of school, college and university committees (e.g., Faculty Senate, Graduate Council, etc.);
- Serving as outside member or outside chair for master's and Ph.D. committees;

- Recruiting outstanding students to the school and engaging in promotional activities;
- Reviewing application or nominations for awards, honors and grants at the university;
- Participating in fund raising activities on behalf of the school;
- Mentoring other faculty members;
- Attending school-sponsored activities (lectures, receptions, etc.);
- Attending and participating in school faculty meetings.

III C. 4. Civic Service

Civic service relates to activities faculty perform for the community in which they live. Criteria in this category are focused on, but not limited to, the following:

- Providing academic or professional expertise to the public;
- Serving as a member of various city, county, state, regional, national and/or international committees;
- Serving as a member of a community organization or service club (member of board of directors of a non-profit agency, etc.).

III C. 5. Administrative Duties

These duties include a range of activities among faculty in the school who serve in a variety of management and administrative capacities, including the director; associate director for undergraduate affairs; associate director for research, graduate studies, and international programs; sequence heads; the director of the Huck Boyd Center for Community Media; the executive director of the Journalism Education Association; and other faculty with similar responsibilities.

IV EVALUATION AND REAPPOINTMENT PROCEDURES

The criteria for assessing performance are used to judge the degree of excellence in teaching, research/creative endeavors, and service among faculty in the school. These include initial appointments to faculty positions, annual review of all faculty for merit salary increases, annual reappointment of both tenure-track and non-tenure track faculty on regular appointments, the tenure review process (which includes the mid-probationary review and the review for tenure) and promotion in rank. A description of the application of these criteria and standards for each procedure follow.

With the exception of initial faculty appointments, the procedures described below rely on documentary evidence for faculty performance. These materials are submitted annually by all faculty. Faculty should use the Faculty Annual Report: Summary of Activities form (Appendix B), which provides a standardized reporting mechanism for mid-tenure review, tenure and promotion, and promotion to full professor, and should attach other supporting materials to document their work in teaching, research/creative endeavors and service.

IV A. Annual Performance Evaluation

To encourage faculty members to present most fully their professional contributions to the A.Q. Miller School, the following sections outline the procedures and policies that will be used to evaluate the various categories of faculty members' professional responsibilities and achievements. The School uses the calendar year as the period for annual faculty evaluations.

Faculty members who are in tenured and tenure-track positions are generally allocated responsibilities in the following proportions: research/creative works: 40 percent, teaching: 40 percent, and service: 20 percent. However, these percentages may vary depending on assignment of other responsibilities, such as administrative duties or to enhance service.

Non-tenure track faculty members are generally evaluated on their contributions to teaching, research and service. The distribution of performance for non-tenure track faculty members will vary depending on the type of their appointment and on their agreed upon responsibilities.

The following section outlines the procedures and requirements for annual evaluation of all faculty members.

IV A. 1. Annual Review Materials

By early January of every year, each faculty member shall submit an annual summary of activities using the Faculty Annual Report: Summary of Activities form, along with supporting materials as directed, for the preceding year only.

Teaching

Materials to be used in assessing teaching performance shall adhere to the school's evaluation of teaching policy (see Section III: Criteria for Annual Evaluation, Reappointment, and Promotion.)

Faculty members shall submit student evaluations for all courses taught in the year under review, including any summer and intersession courses. Other acceptable tools for assessing teaching effectiveness include IDEA results; peer observations; peer review of course materials (web pages, course packets, tests/quizzes, blogs, etc.) through the Teaching and Learning Center peer review process; a classroom video that documents their teaching; written mid-semester feedback from students; and other measures as approved by the director.

Faculty members may provide additional supporting teaching materials to be considered for their annual evaluations. Some examples of additional materials are:

- Tests or other course materials;
- Student papers, student portfolios, and student presentations;
- Information on awards won by students;
- Masters' theses supervised during evaluation year (only for MA thesis director): notes from meetings, comments on submitted chapters, summary of project, etc.;
- Statements of teaching philosophy;
- An explanation in case of a disagreement with the student evaluation of the course;
- Reference to recent developments that were used in the field;
- Materials accounting for the supervision of an independent study and/or other mentoring; and
- Funding letter for grants related to teaching and learning.

Faculty members may also note any special circumstances or responsibilities that faced in teaching. Examples of special circumstances:

- First time teaching existing course schedule;
- Large 600-level classes;
- Large undergraduate classes;

- Large number of total of students;
- Major responsibility for multiple sections;
- Distance education;
- New course development;
- Training and supervision of teaching assistants;
- Conducting additional help or coaching sessions;
- Directing masters' theses; and
- Special studies or problems courses.

However, when a faculty member consistently receives student ratings that indicate dissatisfaction with learning and classroom facilitation, there may be problems that are not being addressed.

Other sources of information that suggest evidence of student learning or teaching effectiveness must be addressed before a determination that teaching "needs improvement" is made. These indicators may include the expectations set out in III A. Teaching.

For ideas on how to improve teaching performance refer to section C34.2 in the University Handbook.

Research and Creative Work

The candidate for promotion to professor must demonstrate a sustained record of scholarship that is recognized nationally or internationally. The consideration of outcomes should not be based solely in quantitative measures because each candidate's scholarly outcomes will be unique and will be impacted by the scope of his or her other responsibilities.

For a detailed list of items considered for research and creative work, please refer to section III B. 1. Types of Research and Creative Work.

Service

For service, the faculty member should provide supporting materials beyond the listing of service activities. For a detailed list of items considered for service, please refer to section III C. Service.

Criteria for performance in service may include:

- Participation in faculty meetings;
- Significant effort in multiple school committees;
- Significant effort in at least one university-wide committee or task force;
- Providing service to academic or professional organizations, such as reviewing articles, serving in leadership positions, or editing publications;
- Providing appropriate public service and/or consulting;
- Other service deemed appropriate by the school's director.

IV A. 2. Conduct of Evaluations

The director shall prepare a written annual evaluation for each faculty member prior to the college's deadline for faculty evaluations. The written evaluation includes a narrative and a completed Faculty Annual Report.

The director will assess a faculty member’s performance in teaching, research/creative work, and service as “meritorious,” “exceeds expectations,” “meets expectations,” “needs improvement,” or “unsatisfactory,” as defined below. The director will also make an overall assessment of each faculty member’s performance, using one of the five standards listed above. At a later time (e.g., when State of Kansas appropriations have been made), the director will also make an estimate of a likely salary increase for each faculty member for the next fiscal year. In making salary recommendations, the director will organize the faculty into groups based on the overall performance assessment. Adjustments in salary should be done in accordance with Section C46.2 of the University Handbook.

The category of teaching and instructional support will be assigned a rating based on the following scale:

4.5–5.0	Meritorious
4.0–4.4	Exceeds expectations
3.5–3.9	Meets expectations
3.0–3.4	Needs improvement; meets minimal standards
Below 2.9	Unsatisfactory: Does not meet minimal performance standards

In the area of research and creative work, the following standards will apply annually:

4.5–5.0	Meritorious	acceptance or publication of two or more substantial articles or equivalent publications*
4.0–4.4	Exceeds expectations	acceptance or publication of one substantial article in a peer-reviewed journal or an equivalent publication
3.5–3.9	Meets expectations	2 of the following: papers presented at scholarly meetings (national and international), article in published proceedings, critical reviews, book reviews, documented research for an article, documented progress on a book, writing research grants for external funding, producing creative work that draws national or international acclaim**
3.0–3.4	Needs improvement; meets minimal standards	1 of the items in “Meets expectations,” above
Below 2.9	Unsatisfactory	little or no scholarly or creative work activity documented

* Scholarly books and textbooks count toward a Meritorious rating and are discussed in Section VI A.1.b .

**Faculty members may also achieve “Meets Expectations” for one year if their work demonstrates progress toward publication.

In the area of service, the following standards will apply annually:

4.5–5.0	Meritorious	Outstanding and/or extensive contributions to the department in addition to outstanding and/or extensive contributions to more than one additional area (the university, profession or community).
4.0–4.4	Exceeds expectations	Outstanding and/or extensive contributions to the department, beyond the minimal as well as service to the universi-

		ty, profession or community.
3.5–3.9	Meets expectations	Adequate, proportionate service at a departmental level such as holding required number of office hours, proportionate advising of majors and/or graduate students, assisting with visiting scholars or students, attendance at meetings.
3.0–3.4	Needs improvement ; meets minimal standards;	Minimal service at a departmental level such as holding required number of office hours, proportionate mentoring/ advising of majors and/or graduate students, assisting with visiting scholars or students, attendance at meetings.
Below 2.9	Unsatisfactory	Less than minimal service.

The director shall offer the opportunity to meet with each faculty member to review and discuss the written evaluation before it is submitted to the next administrative level; the faculty member should respond in writing to anything with which he or she disagrees.

Faculty members may submit written statements about unresolved differences regarding their evaluation to the director and to the next administrative level by the college’s deadline for faculty evaluations.

If a tenured or tenure-track faculty member is rated “needs improvement” in at least two of the three areas of teaching, creative/research and service, the director will prepare a written report outlining the weaknesses and will work with the faculty member to create a plan for improvement to be undertaken before the next annual evaluation.

In the subsequent annual evaluation, the faculty member will report on activities aimed at improving performance and provide any evidence of improvement.

The director may initiate a chronic low-achievement review if a tenured faculty member has two successive annual evaluations or a total of three annual evaluations in any five-year period in which minimum standards are not met as indicated by an overall average. See V.

IV A. 3. Relative Emphasis and Goals

Each tenure-track and tenured faculty member typically would have no less than 10 percent of time allocated to research/creative activity and no less than 10 percent of time allocated to service. The allocation of time for non-tenure track faculty appointments vary with the faculty member and the teaching, research and service needs of the department. The set of expectations should be clearly defined in the initial offer letter to the non-tenure track faculty member. Changes may be made to the time allocation through mutual agreement between the faculty member and the department head, in accordance with the department's needs.

In addition to courses taught, the time taken to lead other forms of teaching, including independent study, advising graduate students, labs and practica, should be recognized as part of a faculty member’s teaching contribution.

In addition, the allocation for advising students for graduate studies, career guidance or campus organizations should account for roughly five percent of one’s time.

IV B. Reappointment

IV B. 1. Tenure-track Appointments

The tenured faculty committee will evaluate the performance of all tenure-track faculty.

Faculty reviews normally occur in the spring semester. Second-year faculty are evaluated in the fall semester for reappointment to their third year. They will then be evaluated again in the following spring term for reappointment to their fourth year. The chair of the tenured faculty committee will establish a calendar for the reappointment process and distribute the calendar to all faculty. The schedule will follow the calendar established by the university and the College of Arts and Sciences.

Two weeks prior to the tenured faculty committee meeting on reappointment, faculty to be reviewed will make available to the committee a copy of their most recent annual review file along with any pertinent updated material (i.e., curriculum vitae, acceptance letters, etc.). Prior to the meeting, the committee will review the materials using the guidelines for teaching, research and/or creative work, and service as discussed in Section III: Criteria for Annual Evaluation, Reappointment and Promotion.

At the meeting the committee will discuss the candidates for reappointment, and a secret vote will be taken on each candidate and reported to the director within three business days. The director will forward a letter which includes his/her recommendation and the rationale for the recommendation and the faculty vote to the dean, along with the candidate's complete file, the majority recommendation, and unedited written comments of each of the tenured faculty members. The director's letter alone will be made available to the candidate and will become part of the candidate's reappointment file. The director will discuss the reappointment recommendation with the candidate.

IV B. 2. Non-tenure track Appointments

Non-tenure track faculty on regular appointments have reappointment reviews that normally occur in the spring semester.

Two weeks prior to the non-tenure track review committee (as described in VI B.2., Non-tenure track Review Committee, below) meeting to discuss reappointment, faculty to be reviewed will make available to the committee a copy of their most recent annual review file along with any pertinent updated material (i.e., curriculum vitae, acceptance letters, etc.). Prior to the meeting, the committee will review the materials using the guidelines for teaching, research and/or creative work, and service as discussed in Section III.

At the meeting the committee will discuss the candidates for reappointment, and a secret vote will be taken on each candidate and reported to the director within three business days. The director will forward a written recommendation and accompanying explanation to the dean, along with the candidate's complete file, and the majority recommendation and unedited written comments of the review committee. The director's letter alone will be made available to the candidate and will become part of the candidate's reappointment file. The director will discuss the reappointment recommendation with the candidate.

V CHRONIC LOW ACHIEVEMENT

If a tenured faculty member has two successive annual evaluations or a total of three annual evaluations in any five-year period in which minimum standards are not met, then the director may initiate a chronic low-achievement review. “Dismissal for cause” could be considered at the discretion of the dean. The procedure follows that described in Section C31.5 of the University Handbook.

In a chronic low-achievement review, the director and the tenured faculty member will work cooperatively to establish a plan of improvement within 60 days. The plan must include specific expectations that are to be met and indicate what assistance (if any) will be offered to help remedy performance problems. The purpose of the plan of improvement is to identify the means by which the faculty member will be able to achieve or exceed the minimum level of acceptable performance.

In cases where disagreements arise, the tenured faculty member may appeal to the tenure and promotion committee of the school to determine the appropriate resolution and finalize the plan for improvement.

One year following the development of the plan for improvement, the director shall prepare a written report that provides a written assessment of a tenured faculty member’s success in meeting minimum acceptable standards of performance. The director will provide a copy of the assessment to the tenured faculty member. Any further action will follow Section C31.5–C31.8 of the University Handbook.

V A. Teaching

The following standards shall constitute the School’s minimum-acceptable productivity standards. All faculty members must perform all duties outlined in the University Handbook and be in compliance with all university policies. The “minimum acceptable level of productivity” standards established in this document apply to all faculty members in the School. Decisions on acceptable performance levels must contain the individual judgments of the faculty and administrators involved in the decision. These individuals evaluate productivity in each area based on assigned activities and the percentage of the individual's appointment allocated to that activity. Each faculty member is expected to perform, at a minimum, the following activities, as assigned:

- Be conscientious about meeting classes on time; about the content, organization and presentation of lectures; and about the appropriate evaluation of students.
- Be consistent in content and depth of material covered in required courses so that students who earn at least a C are prepared for subsequent courses.
- Provide a syllabus that outlines course content, course and university policies, homework deadlines and other information pertaining to a student's success in the course, including the professor's contact information, office hours, required and supplemental textbooks, and any special technology or supplies that may be needed.
- Include in all course syllabi learning objectives that align with the student learning outcomes developed by ACEJMC.
- Work to keep course materials and instruction current and relevant to the subject being taught.

V B. Research and Creative Work

The minimal criteria for performance in research and creative work require a tenured faculty member to have at least the equivalent of five scholarly products within a five-year window, including the current evaluation year.

V C. Service

Many of the activities of the school, college, university, and profession rely upon the faculty to serve as committee members or provide service in some other role. Minimal standards for performance in service are listed below.

- Holding the required number of office hours
- Proportionate mentoring/advising of majors and/or graduate students
- Assisting with visiting scholars or students
- Attendance at meetings

VI TENURE and PROMOTION

VI A. Tenure-Track

To secure a faculty of the highest possible caliber, the university uses a selective process in awarding tenure. The University Handbook notes: “Tenure is not a right accorded to every faculty member. Nor is it granted simply as a result of a candidate’s routinely meeting assigned duties with a record free of notable deficiencies” (C.100.3).

Qualifying for tenure and promotion derives from a balance of high-quality teaching, research and/or creative work, and service.

VI A. 1. Standards for Tenure

Sections C90–C116.2 of the University Handbook govern standards for attaining tenure.

A favorable recommendation for granting tenure by tenured faculty is basically a prediction that the faculty member under consideration, once tenured, will continue to perform at a sufficiently high level, and in the post-tenure period will, attain national or international recognition for excellence in teaching and research/creative work, with competence demonstrated in the area of service to the university, the professions, or both.

VI A. 1. a. Teaching

Tenure-track faculty must, at a minimum, show high-quality teaching, which means they meet expectations as a teacher and an adviser to students as enumerated in Section III A., Teaching, above. Some faculty may exceed this standard and show evidence of meritorious teaching that might include instructional awards; external grants devoted to innovative teaching, advising or student assessment; presentations at national or international conferences to advance pedagogy; or the publication of peer-reviewed scholarly work that addresses teaching, measurement of student achievement, or issues related to student advising. However, while evidence of meritorious teaching is highly valued, it is not required for tenure or promotion .

VI A. 1. b. Research and Creative Work

Scholarly or creative work of high quality must be formally recognized by the faculty member's peers to determine if it exerts influence in the discipline. Tenured faculty shall evaluate research and creative work that addresses an interesting or important issue, topic or process in mass communications. The candidate must provide the tenured faculty with external evidence that the creative or scholarly work is consistent with the guidelines established in Section III B. of this document.

Tenure-track faculty members are required to produce—no less than five scholarly or creative products that demonstrate significance and impact, or a minimum of one scholarly book or textbook, over a five-year period as outlined in Section III B.

VI A. 1. c. Service

Except in the most extraordinary circumstances, service is almost never sufficient, in itself, to assure a candidate of tenure. So the conservative view of service is as a complement to one's teaching and research or creative activity. Therefore, pre-tenure faculty time should not exceed the amount they agreed to in their annual categories for faculty performance (also referred to as "distribution of effort by percentage"). Serving on graduate committees is expected, but should be only one component of one's service.

The demands for service within and outside the university are especially prevalent in communication. Therefore, candidates for tenure must show service to the external community. For instance, a new faculty member is expected to serve the outside community and to serve on one or two internal committees initially. Over time, the faculty member is expected to acquire additional service obligations, such as chairing an internal committee or serving on a college- or university-wide committee. For a more comprehensive list of service opportunities, please refer to Section III C., Service, above. Faculty must limit service until they are tenured.

VI A. 2 Mid-Tenure Review Procedures

In accordance with the University Handbook (C92.1–C92.4), all probationary faculty will receive a formal review midway through the probationary period, usually five semesters after one's initial appointment.

Mid-tenure review materials are the same as those in IV A. 1., Annual Review Materials, above, with the exception that instead of covering only an annual period, they include the total time since the faculty member's initial appointment at Kansas State University.

The review provides probationary faculty members with substantive feedback from faculty colleagues and administrators regarding their accomplishments relative to the school's tenure criteria and standards as described above. 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.

Procedures for the mid-tenure review are similar to procedures for the tenure review. The director is responsible for making the candidate's mid-tenure review file available to the tenured faculty members in the school at least 14 calendar days prior to a meeting to discuss the candidate's progress. The director may discuss the review and assessment by the school's tenured faculty members with the dean, and shall provide a detailed letter of the assessment to the candidate; the chair of the tenured faculty committee will provide a summary of comments and recommen-

dations for the candidate, provided by the committee. No comments will be attributed to any individual faculty member. (See Section C35 of the University Handbook regarding confidentiality of peer evaluations.) This letter of assessment and the faculty report will become a part of the candidate's reappointment and mid-tenure review file. After receiving the assessment, the candidate has the right to submit a written response for the file within 14 calendar days.

The candidate's mid-tenure review file and materials and a copy of the school's criteria and standards will be forwarded to an advisory committee in the dean's office. The dean will provide a letter of assessment to the candidate that includes a summary of recommendations.

VI A. 3. Tenure Procedures

In accordance with the University Handbook (C110–C116.2), all faculty members in the final year of probation (typically, but not always, the sixth year) will be automatically reviewed for tenure unless they resign. A faculty member may request an early tenure review, which may or may not be granted after consultation with the school's director. If a faculty member chooses to appeal the director's decision for an early tenure review, the faculty member may appeal to the dean.

Candidates must compile and submit a file that documents their professional accomplishments in accordance with the criteria, standards and guidelines established by the school. This file should include accomplishments completed at the university, as well as from prior institutions (as long as such inclusion is detailed in the candidate's offer letter). For a candidate to qualify for consideration for early tenure, all items detailed in the file should have been completed after having earned a terminal degree.

The director is advised by the tenured faculty of the school regarding the qualifications of the candidate for tenure. The director is responsible for making the candidate's file and the school's tenure criteria documents available to tenured faculty members at least 14 calendar days prior to the scheduled meeting date to discuss the candidate's application. A cumulative record of recommendations from the reappointment and mid-tenure review meetings, and any outside reviews that have been solicited by the director, will also be made available to the tenured faculty.

Well in advance of the tenured faculty's review of the candidate, the director must seek outside reviewers who are recognized as leaders in the candidate's discipline or profession and who will evaluate the candidate's academic materials as provided by the director. The candidate and the director each identify three outside reviewers among whom the director selects five.

Tenured faculty members will individually review the candidate's file, considering the school's criteria, standards and guidelines for tenure, and will then meet to discuss the candidate's application. All recommendations and written comments of the tenured faculty will be forwarded to the director. However, before submitting recommendations to the director, a tenured faculty member may request a meeting with the candidate to discuss or to clarify the candidate's record of accomplishment.

The director will forward a written recommendation to the dean, accompanied by an explanation of her or his judgment. All recommendations and unedited written comments of the school's tenured faculty, and the candidate's complete file, will also be forwarded to the dean. A copy of the director's written recommendation alone is forwarded to the candidate.

VI A. 4. Promotion Procedures

Sections C120–C156.2 of the University Handbook govern promotions in rank.

VI A. 4. a. Promotion to Associate Professor

Promotion to associate professor rests on evidence that the candidate demonstrates performance that is meritorious or exceeds expectations in a combination of annual evaluations and review by the tenured faculty committee between the appointment date and the time the candidate is seeking promotion regarding teaching, research and/or creative work, and meets expectations in service as defined in Section IV A.2. A preponderance of the evaluations should indicate meritorious or exceeds expectations in teaching and research/creative work. If the tenured faculty committee deviates from this standard, the committee must justify its position and provide evidence for the justification.

VI A. 4. b. Promotion to Full Professor

Those who hold the associate professor rank are expected to use their time in the rank to develop at least one area of scholarly excellence:

Promotion to full professor is based on attainment of national or international recognition in the faculty member's academic field, as determined by peers. The successful candidate for promotion must show steady attention to scholarship, continued professional development and distinguished achievement since the last promotion. The candidate for promotion to professor must demonstrate a sustained record of scholarship that is recognized nationally or internationally. The consideration of outcomes should not be based solely in quantitative measures because each candidate's scholarly outcomes will be unique and will be impacted by the scope of his or her other responsibilities.

Distinguished achievement in research and/or creative work consists of significant accomplishments beyond the credentials submitted for promotion to associate professor, and usually includes reputable publication, or acceptance, of a single-authored book or monograph, or a series of publications in major refereed journals since the last promotion (for a list of acceptable outcomes, see Section III B., Research and Creative Work, above). Only those faculty at the rank of full professor may vote on a candidate's application to full professor.

VI B. Non-Tenure Track

VI B. 1. Promotion

All faculty members in non-tenure track ranks are eligible for promotion five years after initial appointment or five years in rank. Promotion in non-tenure track ranks rests on evidence that demonstrates excellence in teaching and service. For examples, see Section III, Criteria for Annual Evaluation, Reappointment, and Promotion. Though research and creative works are generally not weighed in the review process for non-tenure track faculty in titles other than the Research Professor ranks, those who produce such achievement may submit details and examples of their research for consideration in their promotion. A non-tenure track faculty member may also request an early review for promotion, which may or may not be granted after consultation with the school's director.

For promotion, candidates must compile and submit a file to the director that documents their professional accomplishments in accordance with the criteria, standards and guidelines established by the school. This file should include accomplishments completed at the university.

The director is responsible for making the candidate's file available to the non-tenure track review committee at least 14 calendar days prior to the scheduled meeting date to discuss the candidate's application. The director is advised by the committee regarding the qualifications of the candidate for promotion.

VI B. 2. Non-tenure Track Review Committee

Non-tenure track faculty will select the three highest-ranked non-tenured track faculty to serve on the non-tenure track review committee. If more than three faculty are at that rank, then those with the longest service at K-State shall be selected. In addition, tenured faculty will select two tenured faculty at any rank to complete the non-tenure track review committee. If there are fewer than three non-tenured track faculty, then all tenured faculty will serve on the non-tenure-track review committee.

VII PROFESSORIAL PERFORMANCE AWARD

Full-time professors who have been in that rank for at least six years are eligible for the Professorial Performance Awards, which is given to recognize research or work in other activities that is above and beyond the normal duties required by faculty, and which would reach the level accorded meritorious if evaluated for an annual review. In addition to the provisions of Section C49 of the University Handbook, the School follows these procedures:

- The faculty member's sequence head shall nominate him or her for the award in a letter, which will include as supporting material those documents that show professional accomplishments over the previous six years that demonstrate meritorious performance.
- The sequence head will deliver the letter to the director, who shall have final discretion at the department level in deciding whether to advance the nomination or not.

VIII POST-TENURE REVIEW

The purpose of post-tenure review at Kansas State University is to enhance the continued professional development of tenured faculty. It is also designed to enhance public trust in the university by ensuring that the faculty community undertakes regular and rigorous efforts to maintain high professional standards.

It is expressly recognized that nothing in this policy alters or amends the university's policies regarding removal of tenured faculty members for cause (which are stipulated in the University Handbook). This policy and any actions taken under it are separate from and have no bearing on the chronic low achievement or annual evaluation policies and processes. The department policy on post-tenure review follows the overarching purpose, principles, objectives and procedures in the university policy on post-tenure review (see University Handbook, Appendix W), which was approved by Faculty Senate on February 11, 2014, and which says, in summary:

- In no case shall the faculty member be made to explain why he or she should be retained;
- The written criteria for post-tenure review shall be periodically reviewed by the faculty;
- The review shall be developmental and allow for changes in professional direction;
- The review should be flexible, allowing for differences in discipline and stages of careers;

- Outcomes should remain confidential unless appealed or required by law.

The procedure for post-tenure review shall be as follows. The director of the school shall initiate post-tenure review every six years post-tenure and compile the previous six annual evaluation results. A brief synopsis will be compiled by the director of the statistical averages drawn from the six evaluations of the scores received in the evaluation categories of teaching, creative/research and service. Faculty members may prepare a reflective statement, not exceeding three pages, summarizing their activities and accomplishments over the previous six-year time frame.

The director oversees the review and may waive a meeting if the average of the six annual reviews is above the rating of “needs improvement” in the three areas of the evaluation.

If there are areas of concern, the director will indicate these in writing in advance of a meeting. The director and the faculty member will discuss specific ways to address concerns.

In the event a post-tenure review leads to a formal plan of improvement, this outcome will be reported to the dean.