

Psychological Sciences
Department

Arts and Sciences
College

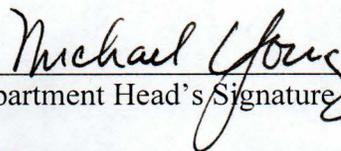
Policy Statement Concerning:

Personnel Review and Evaluation Standards/Procedures

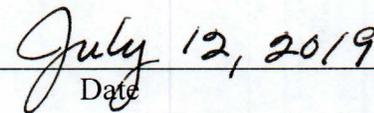
- Performance Evaluation Criteria
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Approved by Faculty Vote on March 12, 2018

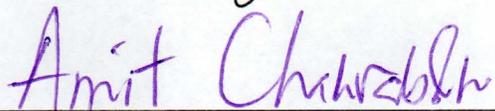
NEXT REVIEW DATE: July 2024



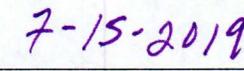
Department Head's Signature



Date



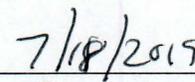
Dean's Signature



Date



Provost's Signature



Date

I. Introduction

Faculty in the Department of Psychological Sciences at Kansas State University may have assigned responsibilities in each of the following domains: teaching, research, service, and nontraditional contributions to the mission of the department. Performance in these broad, interrelated domains provides the basis for evaluations that facilitate decisions and recommendations pertaining to annual merit-salary increases, reappointment of tenure-track faculty (including mid-tenure reviews), tenure, promotions, and Professorial Performance Awards.

The standard load performance in the four domains is weighted for evaluation purposes according to the following percentages: teaching (50%), research and scholarship (45%), service (5%), and nontraditional contributions (0%). Adjustments to the load for the purposes of annual merit evaluation may be negotiated with the Department Head, with the constraint that the total load must always sum to 100% except for those on phased retirement. Each faculty member will meet annually with the Department Head to discuss the previous year's annual evaluation and to establish goals and objectives for the next year. Any adjustments to the load will be negotiated or renewed at that time. Faculty members are encouraged to discuss adjustments in teaching, research, service, and nontraditional contributions with the Department Head. Any such adjustment should be based on both the faculty member's strengths and the department's needs. Redistribution for untenured tenure-track faculty will only occur under unusual circumstances. Although each of the cases would be negotiated on an individual basis, the overall teaching needs of the department must not be compromised. For example, if a large number of faculty members become very successful with grants and contracts and there are many requests for buying out of classes, such a situation may jeopardize our overall teaching mission; the Department Head may then have to disallow some buy-outs.

Annual faculty performance evaluations and merit-salary recommendations inform mid-tenure reviews and subsequent tenure, promotion recommendations, and Professorial Performance Awards. However, the criteria that guide annual performance evaluations are not identical to those that govern these other evaluations. For example, an annual evaluation may be judged to meet expectations but not consider the failure to apply for funding at any time before the promotion decision, poor impact of one's published research as judged by citations, a failure to establish an independent research program, or a negative trend in productivity and/or quality of teaching. These issues will be delineated in later sections.

The next section of this document describes the procedures, criteria, and standards used by the Department of Psychological Sciences to generate annual faculty performance evaluations. The performance criteria are viewed as guidelines for evaluating faculty members at different levels of their careers, although there is room for flexible application of those guidelines depending on special circumstances that may arise. Procedures and criteria specific to tenure or promotion are described in a separate section.

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. Examples of 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 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. Faculty members should strive to exceed the minimum standards in all areas.

II. Criteria for Annual Merit Evaluation

For merit evaluation, all areas will be evaluated on a three-year running weighted average. The negotiated distribution of teaching, research, and service activities (i.e., their Service Codes) will determine weighting of each area in computing the annual merit score but not the expectations for promotion. Each area receives a score from 1 to 4 (1 = unacceptable, 2 = needs improvement, 3 = meets expectations, 4 = exceeds expectations) that is multiplied by its respective weight and combined with the other weighted scores to create an overall score.

At a minimum, faculty submit their vita, course syllabi, and the most recent year's teaching evaluations and advising evaluation. If not addressed in the vita, faculty are also required to submit a list of the previous year's graduate advisees who received degrees, graduate student defenses on which they served, the names of undergraduates who worked on honors projects, McNair Scholars, Developing Scholars, undergraduate research assistants, and MIOP students supervised. (See Appendix A) The vita should also signify any students who are serving as co-authors on publications and presentations.

In each of the categories, especially meritorious activity can be recognized by the university or discipline by the receipt of awards. The impact of these awards on the merit evaluation will be determined by the prestige and exclusivity of the award in each domain.

II A. Teaching

Faculty members of all ranks will be evaluated for merit evaluation purposes in the domain of teaching, which also includes advising and mentoring. All tenure-track faculty members are expected to contribute to the educational missions of the Kansas State University Psychological Sciences Department. This includes teaching, mentoring, and advising. Faculty members will provide evidence of their contributions and effectiveness in these domains by submitting materials for evaluation including, but not be limited to: course syllabi; student ratings of teaching for all courses taught in the form of quantitative data and student narrative descriptions (TEVALs or the equivalent); teaching workshops attended; guest lectures; scholarly activities (e.g., conference presentations, workshops, publications) related to teaching, mentoring, and/or advising; numbers of students advised at the undergraduate level; number of students supervised

in research (e.g., for Psych 599 credit); ratings of advising at the undergraduate level; numbers of students supervised as “major professor” at the graduate level; the progress of the graduate students supervised; and memberships on other graduate students’ supervisory committees. To merit a score of “meeting expectations” in each of these areas is established by departmental norms, but successful faculty are expected to be continuously active in undergraduate and graduate teaching and mentoring and to achieve quantitative teaching ratings (e.g., TEVAL) of generally better than 3.8 (5-point scale) and advising ratings generally above a 3.0 (4-point scale), although ratings will be considered within the context of the student narratives, topic popularity and difficulty of the material. Exceeding expectations is typically demonstrated by particular strengths in at least two areas without deficiencies in the others. For example, a faculty member may be judged to exceed expectations if they have very strong teaching evaluations and are supervising many more Psych 599 students than is typical while also receiving average undergraduate advising ratings and typical success in graduating Masters and Ph.D. students.

Only those courses and activities that are part of a faculty member’s normal 9-month contract are considered in the merit evaluation. Specifically, additional teaching for pay above and beyond their 9-month salary (often for Evening College, summer, and distance courses) will not determine merit. Rather, consistently good performance in those courses will be a factor in determining whether a faculty member will be allowed to continue to teach those courses – see the department Global Campus policy on optional teaching activity. Note that some teaching activities for the Masters in Industrial/Organizational Psychology (MIOP) are paid whereas others are not (specifically, advising practica); the latter will be considered in the merit evaluation.

In the event that faculty members advise or supervise students from institutions other than Kansas State University (e.g., students from a previous academic institution, Summer Undergraduate Research Opportunity Program (SUROP) students) during the evaluation period, this evidence may be considered as well.

II B. Research and Scholarship

The faculty member must establish and maintain a research program. Regular publication in high-quality, refereed journals is expected. It is also expected that the faculty member’s work will have been presented frequently at scientific meetings and/or other institutions. Other publication outlets include book chapters and books with a focus on research, but book reviews, newsletter contributions, and short reports that are not subject to review accrue little merit. Although both the amount and quality of research will be considered, the quantity of publications is less important than the overall record of scholarly work. Quality will be determined based on the reputation of the publication outlet, the nature of the conference (e.g., regional, national, or international), and the nature of the presentation (e.g., keynote address, invited speaker, workshop coordinator, or standard talk). Merit will also accrue based on submitting proposals for intermural and extramural funding and other equivalent activities; receipt of grant funding will demonstrate further merit as a function of resources brought to the department (e.g., GRA salaries and indirect costs).

To meet expectations, faculty members must maintain a consistent rate and quality of publication and presentations that is within the range of typical activity for faculty in the department. Currently, meeting expectations in publication productivity occurs when faculty are averaging at least two journal articles as the primary or secondary faculty author in good journals (Impact Factor > 1) and co-authoring at least two presentations at national conferences, although it should be noted that this level of productivity is the criterion for meeting expectations in annual merit evaluation and not promotion. These expectations will be moderated by high productivity in other research activity as well as due consideration of disruptions due to the efforts required to set up a lab after the initial hire.

Exceeding expectations in research is achieved by some combination of a much higher rate of publication in good journals, publishing in outstanding outlets (e.g., *Psychological Bulletin*, *Psychological Review*, *Nature*), receiving extramural funding, and the receipt of national awards (e.g., being appointed a Fellow in a major scientific organization).

Note: Papers authored by faculty as sole or senior faculty author (particularly those with student co-authors) are deemed especially meritorious; the faculty member's role on a publication or presentation should be made evident to the Department Head if it departs from canonical ordering. Similarly, grant proposals on which faculty are PIs are deemed more meritorious than grant proposals on which faculty are co-PIs, collaborators, or consultants.

II C. Service

Service falls into three general categories: departmental, university, and discipline. Untenured faculty members are expected, at a minimum, to actively participate in departmental committees as requested by the Department Head and provide service to their discipline through journal reviewing. There is a greater expectation that faculty members who have earned tenure and promotion to the rank of associate professor and above will serve on college and university committees, serve in leadership roles within the department (committee chair, program coordinator, program director), and/or provide regular reviews for granting agencies. The department will also recognize service as editor, service on editorial boards, service to professional societies and other unusual contributions to departmental welfare (e.g., creating a new program, teaching overload courses without direct compensation, bringing resources to the department through grant funding or MIOP).

Faculty members may choose to engage in activities during any given semester that contribute to the mission of the department or the university; these activities will be considered service. Activities that would constitute nontraditional contributions may include but need not be limited to obtaining of funding that is not competitive yet provides faculty and/or student support. Similarly, the merit evaluation will recognize entrepreneurial endeavors that provide additional funding and prestige to the department and/or university and the creation of partnerships with other institutions.

To meet expectations, assistant professors should be regularly reviewing for scientific journals and involved in departmental service. The expectation of departmental service gradually increases from participation in one committee as a new hire to at least two responsibilities by tenure. To meet expectations, associate and full professors are expected to demonstrate some evidence of leadership at the departmental level or doing service at the college or university

level. Exceeding expectations can occur by some combination of taking on leadership positions, service to more committees, service to the department by securing indirects or covering the salary of graduate students, and serving on editorial boards or grant review panels.

II D. Collegiality

Given the nature of informal “citizenship” behaviors, specific expectations are all but impossible to articulate. Nevertheless, faculty members are expected to eschew behaviors that undermine morale and/or constructive relationships within and across administrative units and to demonstrate ethical behavior in all activities. Although feedback on collegiality will not typically alter the merit score, significant unprofessional behavior will result in an overall rating of unacceptable.

III. Annual Reappointment and Mid-Tenure Review, Tenure-Track Faculty

Faculty members at the rank of assistant professor, or at the rank of associate professor without tenure, will be required to provide evidence of their productivity in the areas described above when requested by the Department Head to meet university deadlines. This evidence will include an updated vita and evidence of teaching effectiveness and will be evaluated by the Department Head and the tenured faculty using the criteria employed in annual merit evaluation. The tenured faculty will meet to discuss the productivity of the tenure-track faculty member being evaluated, and that meeting will conclude with each of the tenured faculty voting on the reappointment of the tenure-track faculty member by secret ballot. This vote will be used for informative purposes to aid in the Department Head’s recommendation; the general outcome of the vote (positive or negative) will be shared with the tenured faculty and the candidate but the vote count will not. The Department Head’s recommendation, the specifics of the faculty vote, a summary of faculty comments, and volunteered individual faculty comments will be sent to the Dean of Arts and Sciences who makes the decision regarding reappointment. Feedback received during the meeting will be summarized by the Department Head and provided to the tenure-track candidate.

In the third year of this probationary period, the Department Head and tenured faculty will conduct the mid-tenure review of the tenure-track faculty member. This review will more closely examine the *cumulative* evidence of productivity and quality to determine the likelihood of earning tenure given his or her current trajectory. The feedback provided to the tenure-track faculty member will identify strengths and weaknesses in performance along with recommendations to improve performance. Note that the mid-tenure review also serves as a reappointment evaluation and is thus subject to the process outlined for reappointment.

IV. Criteria and Standards for Promotion/Tenure, Tenure-Track Faculty

IV A. Promotion to Associate Professor with Tenure

IV A1. Evaluation Period

Each candidate for promotion to associate professor with tenure typically will be evaluated based on his or her accomplishments in the core areas over the previous five post-doctoral years. This period would be the length of time used during the evaluation period for a candidate who begins

his or her post-doctoral career as a tenure-track assistant professor at Kansas State University and is evaluated for promotion and tenure during the normal time course (i.e., in his or her sixth year at Kansas State). It is possible for a candidate to have post-doctoral experience (i.e., any professional position since the earning of the doctoral degree) prior to being hired as a tenure-track assistant professor at Kansas State University and subsequently be evaluated for promotion and tenure more quickly than the normal time course. However, a candidate may apply for tenure no sooner than the faculty's third year at K-State unless otherwise negotiated during the hiring process. When prior experience is counted, the candidate's previous five years (i.e., some combination of time at Kansas State and elsewhere) may be used as the evaluation period at the discretion and permission of the Head of the Psychological Sciences Department.

IV A2. Teaching

In the assessment of acceptable levels of teaching quality for promotion, it is expected that quantitative ratings for courses are generally better than a 3.8 (on a 5.0 scale), but meeting this threshold is not sufficient to demonstrate good teaching. These expectations are qualified by the nature of the course given that some courses historically produce lower ratings. The rating subscales will also be considered to identify any specific teaching problems related to a lack of preparedness by the instructor, poor classroom management, or other issues of special concern. Student comments from formal TEVALs and any student complaints (especially those directed to the Department Head) will further inform the faculty's judgment of whether the quality of teaching meets the standards for promotion.

Formal ratings of faculty undergraduate advising are expected to generate scores consistently well above 3.0 (on a 4.0 scale). Faculty are also expected to be regularly supervising graduate students. Graduate advisees generally should be making timely progress toward degree (i.e., an advisor's mentees are typically meeting benchmarks per the department's procedures). Although the department recognizes that poor student performance can be a reflection of issues with a student, a consistent pattern of underperforming advisees will raise concerns.

A consistent record of a commitment to teaching should be evidenced in the portfolio. Commitment can be demonstrated by regular course updates, attendance at teaching workshops, teaching scholarship, novel and effective approaches to teaching, textbook authorship, and teaching awards, *inter alia*.

IV A3. Research and Scholarship

For successful tenure and promotion to associate professor, the department expects that the candidate's record will document an emerging national or international impact of his or her research. This can be demonstrated by the majority of publications appearing in good to strong journals (Impact Factors above 1.0 with exceptions agreed upon by the department head), the number of citations of the candidate's publications, the submission of high quality grant applications, the receipt of research-related monetary awards (e.g., from grants), receiving research recognition awards, invited research presentations, serving as an editor or associate editor for a scientific journal, and similar indications of research impact and reputation. The potential for continued excellence should be evident.

The central factor in the evaluation of research success is the publication record. In addition to consistent and robust publishing activity within the range of departmental norms and peer institution norms, the successful candidate will be regularly publishing in good to strong journals as determined by the competitiveness and quality of the publication outlet and/or citations of the candidate's specific articles. Given the significant delay between article publication and citation in most psychology subfields, the quality of the journal rather than citations of the candidate's articles will often dominate judgments. External reviewers' comments will also be heavily considered in judging the quality of the work. Consistent with annual merit evaluation, papers authored by faculty as sole or senior faculty author are deemed especially meritorious. The candidate should provide a one- to two-sentence summary of their role on each of their publications unless they are the sole faculty author.

Although there is an expectation of regular presentations at national and international scientific conferences, an especially large number of presentations alone does not increase the likelihood of promotion. Invited presentations and symposia coordination do carry a larger weight than submitted presentations in documenting the candidate's reputation.

IV A4. Service

The expectations for promotion to associate professor are quality service to departmental committees and regular reviewing for quality journals in the candidate's area of expertise. Additional service (e.g., departmental leadership positions or College/University service) will strengthen the candidate's record but are not a substitute for quality teaching and research.

IV A5. Collegiality

Promotion and/or tenure can be denied to a faculty member whose behavior is especially problematic to the smooth functioning of the department. Factors that can jeopardize tenure include a clear and documented pattern of disruptive behavior, undermining of colleague and student performance, the receipt of serious student and faculty grievances, non-attendance to service including graduate student committees and departmental/university committees. Violations of teaching, research, and/or personal ethics that negatively and significantly impact students, colleagues, and the university are also grounds for denial of tenure.

IV A6. Evaluation Process

During the first few weeks of the Fall semester in the year in which the candidate is evaluated for promotion to associate professor with tenure, the candidate will submit a tenure/promotion package using the forms and following the guidelines outlined by the University (<https://www.k-state.edu/provost/resources/evaluation-prom-tenure.html>). In addition, the Head of the Psychological Sciences Department will request feedback from current and previous students and from external evaluators who will be contacted by the Department Head and provided with the candidate's vita and a few recent publications on which the candidate served a primary authorship role. Evaluators who consent to assess the candidate will be asked to write a letter of evaluation of the candidate's record of productivity with a special emphasis on research activity and service to the discipline. At least three external reviews must be obtained. These letters will

be used as additional information in evaluating the candidate's productivity and potential for success as an associate professor with tenure.

The candidate should provide a list of eight potential external evaluators. None of these may be individuals with whom the candidate has previously collaborated (e.g., submission of a coauthored manuscript, conference presentation, and/or grant proposal), have served as their graduate or postdoctoral advisor, or were members of their doctoral review committee. The candidate should provide contact information and a short biography for each evaluator. The biographies may include numbers of publications, awards won, positions held (e.g., editorships, academic society offices). The Department Head and/or a senior faculty member will supplement this list with two to three additional evaluators.

The promotion dossier will be evaluated by the Department Head and the tenured faculty. The tenured faculty will meet to discuss the productivity of the candidate, and that meeting will conclude with each of the tenured faculty voting on the tenure of the candidate by secret ballot. This vote will be used for informative purposes to aid in the Department Head's decision to recommend promotion and/or tenure; the general outcome of the vote (positive or negative) will be shared with the faculty and the candidate, but the vote count will not. The candidate's dossier, the Department Head's recommendation, and the specifics of the faculty vote will be sent to the Dean of Arts and Sciences for consideration by the Dean's Advisory Committee.

IV B. Promotion to Professor

IV B1. Evaluation Period

Promotion to professor will involve an evaluation of the candidate's accomplishments in each of the core areas during the years when he or she held the rank of associate professor. Successful candidates are typically at the associate professor rank for at least six years, but there is no explicit time in rank requirement before a candidate can apply for promotion.

IV B2. Guidelines for Performance

In general, faculty members who are promoted to professor will have continued to demonstrate evidence of effectiveness in each of the core areas. In addition, the candidate will be able to document a national and international reputation. Thus, beyond the factors required for promotion to associate professor, there are clear expectations of achievement that will include a significant subset of the following: (1) the candidate's research is highly cited, (2) a significant number of publications appearing in good to strong journals, (3) the receipt of highly competitive grants, (4) submission of high quality grant applications, (5) the receipt of university and discipline awards in teaching, research, and/or service, (6) invited research presentations, (7) editorial service to high quality journals and/or publishers (including serving on editorial boards), (8) consulting, (9) bringing significant financial resources to the department, and (10) similar indications of impact and reputation. None of these criteria are jointly sufficient nor individually necessary to demonstrate a national reputation, but documented impact of published research is clearly expected for promotion to full professor. Expectations will be informed by performance of recently promoted professors in the department and in peer institution

psychology departments as well as evaluation by the external reviewers who serve in departments with research reputations similar to our own.

In addition to continuing to meet the criteria for obtaining the rank of associate professor and the national reputation indicators outlined above, individuals seeking promotion to professor should demonstrate increased involvement in service activities such as chairing committees, service as an officer for professional societies, organization of conferences or conference symposia, and/or involvement in service on university committees and task forces.

IV B3. Evaluation Process

The evaluation process will occur in the same fashion as in the promotion to associate professor with tenure.

V. Procedures for Non-Tenure Track Faculty: Instructors and Research Professors

The Department of Psychological Sciences may include a number of positions and ranks for non-tenure track faculty (see Section C10-12 in the *University Handbook*). These positions include instructors (instructor, advanced instructor, senior instructor) and research professor (research assistant professor, research associate professor, and research professor). For both tracks, the annual merit criteria outlined in this document apply but with a differential weighting of research, teaching, and service. Regular and term non-tenure track faculty will be evaluated as part of the annual evaluation process.

The service codes for an instructor will typically entail 10% in teaching for each course taught during the academic year (e.g., a 4-3 load would comprise 70%), 10-15% for indirect teaching activities, and 10-15% for service. Some instructors may have a small (< 20%) part of their effort allocated to research activities often with the expectation that these activities will involve students as research assistants.

The service codes for a research professor (assistant, associate, or full) will predominately involve research (80% or more) and discipline-oriented service (5-10%). A research professor may also engage in some teaching activities by teaching the occasional course or having students involved in research activities. The service codes will reflect the particular activities of the professor. Research professors are typically self-funded by their research activities through research grants, and grant activity will comprise a large part of their annual merit evaluation.

V A. Promotion for Non-Tenure Track Faculty

The average time in rank interval prior to consideration for promotion is expected to be 5 years, although shorter and longer intervals are possible. When a non-tenure track faculty member wishes to be considered for promotion, the candidate must submit a portfolio documenting activities and achievements in instruction, research, and service depending on the assignment of the non-tenure track faculty member. The activities to be documented are identical to those considered for promotion of a tenure-track faculty member. The portfolio will be provided to all tenure-track faculty who will discuss and vote using a closed ballot.

The department head will consider the responsibilities of the candidate during the evaluation period, the accomplishments of the candidate in fulfilling those responsibilities, the assessments and vote provided independently by the tenured and tenure-track faculty, and will use this information to provide the dean with a recommendation concerning the promotion decision.

If a promotion is recommended, the unit head will need to decide with the candidate and the dean on the length of the new appointment. The options are:

- regular appointment, one year entitled to Notice of Non-Reappointment,
- term appointment for a one, two or three year term, with no Notice of Non-Reappointment.

Once the type and length of the appointment is decided, it will need to be communicated in the recommendation to the Dean.

VI. Procedures and Standards for Professorial Performance Awards

The Professorial Performance Award (PPA) rewards strong performance at the highest rank with an increase in base salary beyond that provided by the annual evaluation process. The PPA, it is important to note, is not a form of promotion review; it does not create a “senior” professoriate. Furthermore, the PPA 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. All requirements of the Faculty Handbook C49.1 to C49.14 are to be followed.

VI A. Evaluation Period

The evaluation period comprises a period of at least six years since the last promotion or PPA.

VI B. Guidelines for Performance

Criteria for the PPA adhere to the following guidelines: (1) the candidate must be a full-time professor and have been in rank at K-State at least six years since the last promotion or PPA, (2) the candidate must show evidence of consistent and robust productivity over the last six years before the performance review, and (3) the candidate's productivity and performance must be of a quality comparable to that which would merit promotion to professor according to current approved departmental standards outlined above.

During the evaluation period, the candidate’s performance should have been maintained at or above the standards expected for promotion to full professor.

VI C. Evaluation Process

To be eligible, a candidate must apply by submitting a file that documents their professional accomplishments for the previous six years. The Department Head will provide a copy of the file

and seek input from other PPA full professors. A copy of the Department Head's written recommendation will be forwarded to the candidate. 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 of Arts and Sciences.

The Department Head must submit the following to the Dean: (a) a copy of the evaluation document used to determine qualification for the PPA, (b) the candidate's supporting materials that serve as the basis for adjudicating eligibility for the PPA, (c) documentation establishing that there was an opportunity for the candidate to examine the written evaluation, and (d) written statements of any unresolved differences concerning the evaluation.

VII. Chronic Low Achievement

VII A. Procedures

The Department of Psychological Sciences is guided by the policies and procedures stipulated by the Faculty Senate, the College of Arts and Sciences, and the office of the Provost as they pertain to the definition of Chronic Low Achievement by a faculty member and the procedures to handle such cases. Specific departmental procedures include the following:

- When a tenured faculty member's performance level becomes Unsatisfactory in any of the core areas (Teaching, Research, Service, or Collegiality), as indicated by the annual evaluation, the Department Head will indicate so in writing to the faculty member. In keeping with regular procedures in matters of tenure, eligible departmental faculty will have input into any decision on individual cases unless the faculty member requests otherwise. The Department Head will provide, in writing, a suggested course of action to improve the performance of the faculty member. In subsequent evaluations, the faculty member will report on activities aimed at improving performance and evidence of improvement.
- At the subsequent annual evaluation, the Department Head will ascertain if the performance of the tenured faculty member has improved as desired. If performance level has not been acceptable, that is, a part of the evaluation is still Unsatisfactory, the name of the faculty member involved will be forwarded to the Dean of the College of Arts and Sciences.
- At any time after a tenured faculty member has been identified as performing below minimal acceptable levels, this individual has the option of appealing the judgment to the faculty in the department. The faculty would have the responsibility of determining if there were extenuating circumstances that would argue for changing the overall evaluation.
- If a tenured faculty member has two successive evaluations or a total of three evaluations in a five-year period that are overall Unsatisfactory, then 'dismissal for cause' will be considered at the discretion of the Dean of the College of Arts and Sciences.

VIII. Post Tenure Review

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

Kansas State University recognizes that the granting of tenure for university faculty is a vital protection of free inquiry and open intellectual debate. It is expressly recognized that nothing in this policy alters or amends the University's policies regarding removal of tenured faculty members for cause (which are stipulated in the University Handbook). This policy and any actions taken under it are separate from and have no bearing on the chronic low achievement or annual evaluation policies and processes.

The 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.

A tenured faculty member will need to provide copies of the six previous annual evaluations, the vita, and a one-page statement of professional goals for the next six years. These materials will be submitted to the department head upon request as the basis of a formative evaluation. Faculty members will be judged to show a strong record of development when their previous six annual evaluations have an overall judgment of meeting or exceeding expectations and if they document appropriate professional goals for the next six years.

Appendix A: Annual Evaluation Criteria

Please submit the following electronically by (date).

Full CV – please highlight 20xx items

If it isn't included in your CV, please ensure that the following are provided in your email or a separate document:

1. Graduate Advisees who received a degree in 20xx (MS or PhD)
2. Names of people on whose committees you served who graduated in 20xx (MA or PhD)
3. Number of undergrad honors projects supervised in 20xx (with names)
4. Number of undergraduates each term that did a 599/SUROP/McNair with you in 20xx (w/names)
5. Names of any remaining undergraduate advisees you worked with in 20xx (I'll use this method rather than ratings since most of you will have too few to generate an advising report). These are the students whose flags you are responsible for lifting so that they can enroll
6. Publication co-authors who are students should somehow be designated (e.g., with asterisk or highlighted in unique color)
7. Copies of summary teaching evaluations for spring, summer, and fall, 20xx.
8. Syllabi for spring, summer, and fall 20xx courses.