

School of Integrated Studies  
Department

Technology and Aviation  
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 ( 10/18/18 )

**NEXT REVIEW DATE:**

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Department Head's Signature

10/31/2018  
Date

Allycia Starkey  
Dean's Signature

11/5/18  
Date

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Provost's Signature

11/8/18  
Date

# **KANSAS STATE POLYTECHNIC SCHOOL OF INTEGRATED STUDIES**

## **ANNUAL EVALUATION GUIDELINES**

**(Approved by Faculty Vote on 5/16/2018)**

## **PROMOTION AND TENURE GUIDELINES**

**(Approved by Faculty Vote on 10/18/2018)**

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES \*(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): **5/2023**

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES\*: **10/2023**

**Dr. Terri Gaeddert, School Director**  
**Date signed:**

**Alysia Starkey, Interim Dean**  
**Date signed:**

**Charles Taber, Provost and Executive Vice President**  
**Date signed:**

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

## Contents

|      |  |    |
|------|--|----|
| I.   | INTRODUCTION.....  | 4  |
| II.  | PROCEDURES CONCERNING THIS DOCUMENT.....   | 4  |
| III. | CHARACTERISTICS OF AN EFFECTIVE FACULTY MEMBER .....   | 5  |
| A.   | Teaching.....  | 5  |
| B.   | Scholarship.....   | 6  |
| C.   | Service.....   | 7  |
| D.   | Academic Citizenship.....  | 8  |
| IV.  | CRITERIA FOR APPOINTMENT, TENURE AND PROMOTION TO THE ACADEMIC RANKS.....                      | 9  |
| A.   | Tenured and Tenure-Track Titles.....   | 9  |
| i.   | Appointment.....   | 9  |
| ii.  | Promotion.....   | 9  |
| iii. | Tenure.....  | 10 |
| iv.  | Transfer from Tenure Track to Non-Tenured Track.....   | 10 |
| v.   | Transfer between Non-Tenured Tracks.....   | 11 |
| B.   | Non-Tenured Titles.....  | 11 |
| i.   | Appointment.....   | 11 |
| ii.  | Promotion.....   | 12 |
| C.   | Term Appointments.....   | 12 |
| D.   | Adjunct Appointments.....  | 13 |
| V.   | ANNUAL EVALUATION.....   | 13 |
| A.   | Year-Beginning Goal Setting.....   | 13 |
| B.   | Year-Ending Evaluation – Faculty Member’s Responsibilities.....                                | 14 |
| C.   | Year-Ending Evaluation –Director’s Responsibilities.....                                       | 15 |
| VI.  | FACULTY QUALIFIED TO VOTE ON THE MATTERS OF TENURE, PROMOTION AND MID-PROBATIONARY REVIEW..... | 16 |
| A.   | Tenured and Tenure Track Titles and Ranks.....   | 16 |
| B.   | Non-Tenured Titles and Ranks.....  | 17 |

|       |  |    |
|-------|--|----|
| VII.  | PROCEDURES FOR FACULTY REAPPOINTMENT.....                            | 17 |
| A.    | Regular-Appointment Tenure-Track Probationary Faculty.....           | 17 |
| B.    | Regular-Appointment Non-Tenured Faculty .....                        | 17 |
| C.    | Term Appointment Faculty.....  | 18 |
| VIII. | PROCEDURES FOR PROMOTION AND/OR TENURE.....                          | 18 |
| A.    | Candidate’s Responsibilities .....                                   | 18 |
| i.    | Required Documentation.....  | 18 |
| ii.   | Supporting Documentation.....  | 20 |
| B.    | Responsibilities of the Director .....                               | 22 |
| i.    | Director’s contributions to the portfolio.....                       | 22 |
| ii.   | Dissemination of materials to the faculty.....                       | 22 |
| iii.  | General colloquium .....   | 23 |
| iv.   | Review meeting .....   | 23 |
| C.    | Procedures and Responsibilities of the Faculty Eligible to Vote..... | 23 |
| D.    | Appeal Procedures .....  | 24 |
| IX.   | MID-PROBATIONARY REVIEW .....  | 24 |
| X.    | PROFESSORIAL PERFORMANCE AWARD.....                                  | 25 |
| A.    | Eligibility.....   | 26 |
| B.    | Criteria .....   | 26 |
| C.    | Award Procedure .....  | 26 |
| XI.   | POST-TENURE REVIEW .....   | 27 |
| A.    | Timing.....  | 27 |
| B.    | Procedure .....  | 28 |
| XII.  | CHRONIC LOW ACHIEVEMENT OF TENURED FACULTY.....                      | 29 |
| A.    | Minimum-Acceptable Level of Performance.....                         | 29 |
| B.    | Procedures.....  | 30 |

## **I. INTRODUCTION**

This document describes the policies and procedures regarding faculty appointment, annual evaluation, reappointment, tenure and promotion within the School of Integrated Studies at Kansas State Polytechnic (hereafter referred to as the “School”). Broadly, this document provides guidance to both administrative and academic personnel regarding:

- The conduct of evaluations of faculty towards goals of individuals, the program, the School, and the university at large.
- The right to tenure at Kansas State University.
- All promotion processes and rights (including annual merit salary adjustments) for all academic ranks.
- The roles and duties of all personnel involved in such policies and procedures.
- The excellence required to support and maintain all interests of Kansas State University.

While abiding by the requirements of Section C of the University Handbook, this document establishes the detailed criteria, standards and guidelines specific to the School as required by Section C31.1 of the University Handbook. University Handbook references to a faculty member’s academic “department” or “unit” and its “head” are understood to refer to the School and its Director (hereafter referred to simply as the “Director”).

This document does not supersede or replace the University Handbook and, if any discrepancy between it and the University Handbook should be identified, the University Handbook shall take precedence. Such conflicts must be addressed by the faculty within one academic year.

## **II. PROCEDURES CONCERNING THIS DOCUMENT**

Implementation of this document shall be approved by a majority vote of eligible faculty members in the School. This document must be reviewed at least once every five years (or more frequently if deemed necessary by the faculty) and approved by faculty vote. Any and all reviews and approvals must be noted on the title page (at the very least). The document must be easily available to all faculty.

Once reviewed and approved, this document shall apply to all non-library faculty members who hold tenure on the date of this document’s approval and all faculty members hired on or after that date. A faculty member holding a probationary appointment on the date of this document’s approval may elect to adhere to the policies in this document or continue to follow the policies of the document in effect on the date of his or her hire. Such a faculty member must indicate his or her choice of documents in writing to the Director prior to submitting his or her tenure or promotion portfolio. A faculty member holding an appointment to a non-tenured title on the date of this document’s approval may elect to adhere to the policies in this document or continue to follow the policies of the document in effect on the date of his or her most recent regular appointment.

### III. CHARACTERISTICS OF AN EFFECTIVE FACULTY MEMBER

The School is responsible for delivering relevant, up-to-date instruction in a variety of fields vital to the Kansas State University Polytechnic Campus. It strives to create an environment of high quality teaching, productivity, and collegiality. Each faculty member is a unique individual who can contribute to the School's overall mission in many diverse ways and so the nature of a faculty members' activities is unique to each and depend on each member's discipline, its pedagogy, and the specific opportunities open to the individual. Because of this diversity, it is difficult to list a strict set of requirements which all faculty must demonstrate in order to be considered an effective and positive contributor to the School's efforts. However, some general concepts can be stated to guide the School as it strives to create an environment in which high quality teaching, scholarship, and service can occur.

#### A. Teaching

A fundamental mission of Kansas State University is the education of students (C32.2). Teaching, in all of its forms, is the foremost duty of a faculty member. As a result, the School places strong emphasis on instructional excellence and makes it the foundational consideration in the initial appointment of faculty, awarding of tenure or promotion, reappointment, and annual evaluations.

The teaching component involves communicating knowledge to students and developing the intellectual base necessary for lifelong learning. Effective teaching is based on professional/academic experience, effective communication, sound scholarship, continued intellectual growth, and concern for students. In general, an effective teacher exhibits many (not necessarily all) of the characteristics described below and may exhibit other characteristics not in this list.

An effective teacher:

- Provides instruction appropriate to the level of the course and the needs of the School
- Practices pedagogy appropriate to the discipline and the student audience
- Models and facilitates life-long learning
- Is knowledgeable about current subject matter
- Engages in appropriate course development and improvement so that the course and the instructional materials used accurately reflect current standards in content and pedagogy
- Maintains the course's teaching materials so that they are current, relevant and well-organized
- Provides the students with appropriate course information, such as:
  - Aims, purposes, goals, or objectives of the course
  - Accurate textbook and reading list information, as appropriate
  - How the course will be organized (e.g. schedule of dates and topics)
  - How the students are to be evaluated
  - Instructor contact information
  - Information that is required by the university
  - Clear expectations

- Regularly holds classes as scheduled and make suitable arrangements when absent
- Holds regular office hours and consult with students outside class, as appropriate
- Arranges for and conducts student evaluation of teaching according to School and university policy
- Strives to achieve and maintain respectable student ratings
- Practices appropriate classroom and time management
- Participates in program and curriculum development, as appropriate
- Assesses student performance fairly and in a timely manner
- Supports and collaborates with colleagues
- Engages in relevant professional growth and development

## **B. Scholarship**

In general, scholarship involves creative work that contributes to the faculty member's field, its pedagogy, its application or the personal and professional development of the faculty member as it pertains to furthering the teaching mission of the School. Scholarship is an essential element of the academic environment. The School's faculty members are expected to identify with an area of professional growth and scholarship relating to their primary teaching assignment and engage in activities that ensure continued development in the fields associated with their discipline.

Examples of scholarship include:

- Contributions to research within one's field or discipline
- Production, exhibition, or performance of creative works
- Applying for and receiving competitive grants, awards or contracts
- Applying for and receiving non-competitive grants, awards or contracts
- Funded or unfunded applied research or design projects
- Graduate coursework or advanced academic degrees
- Development of new and innovative teaching materials such as textbooks, laboratory manuals, rubrics, software, web pages, etc.
- Development of teaching aids or equipment
- Development or adaptation of teaching strategies, techniques and pedagogies
- Publication of significant or innovative course or curriculum revisions
- Authoring or contributing to works that are traditionally published in non-traditional formats such as electronic or video publications
- Authoring or contributing to works that are not traditionally published but are distributed widely and used by others
- Pedagogical research related to one's discipline
- Active participation in institutes, courses, seminars or workshops to enhance professional or instructional competency
- Active participation in institutes, courses, seminars or workshops related to the faculty member's discipline or its pedagogy

- Active participation in conferences, conventions and professional meetings
- Achieving and maintaining professional licensure, certification or ratings
- Active membership in professional societies relevant to the discipline
- Engaging in specific self-study or a professional growth plan to enhance professional competency
- Work in a professional capacity during the academic year, summer or leave time
- Summer employment or sabbatical leave spent on industry or government projects
- Consulting for industry or governmental agencies
- Delivering invited lectures, papers, speeches or presentations
- Acknowledged reviewing of published books
- Supervision of graduate theses
- Supervision of undergraduate research projects

These activities don't necessarily in themselves constitute scholarship; they must be evaluated through the lens of the following quality factors:

- An activity must involve innovation or creativity. For example, repeating previous works is not considered creative or innovative.
- An activity must be shared with others or the faculty member must be in the process of arranging it to be shared.
- An activity must be recognized or evaluated – but not necessarily approved or agreed to – by peers in a community of academic or industry colleagues.

### **C. Service**

Service requires meaningful contributions to the School's outreach to its wide range of constituencies. Service responsibilities include contributions to the profession, the academic discipline, the University, the School and the public (C6). Service cannot be the major grounds upon which tenure or promotion are based (C32.7).

Service also includes outreach, extension, and engagement. "Engagement is core to the value and identity as a public research land-grant university contributing to the public good. University Engagement activities extend to and benefit for our presence on the Olathe and Salina campuses as well as the statewide Extension Offices" (Theme 4. K-State 2025).

Appropriate service activities include, but are not limited to:

- Professional contributions through service as a committee office holder, board member, elected public official, or other administrative responsibility in appropriate scholarly, professional and community organizations
- Planning, organizing and/or participating in programs, seminars and workshops that contribute to serving the School's professional, community and academic constituencies

- Dissemination of professional knowledge and other outreach activities that contribute to the discipline or support the general public and constituencies
- Serving as a peer reviewer or editor of scholarly and professional works
- Judging professional and academic contests related to the School's mission
- Sponsoring and advising student organizations
- Administrative duties and committee work on behalf of the university, its units and its faculty governance
- Recruitment of students and engaging in promotional activities
- Receipt of service awards, honors and grants
- Work in service organizations in a professional capacity
- Mentoring of new faculty members
- Participation in program-level assessment activities
- Participation in curriculum evaluation teams such as TAC/ABET or HLC
- Providing expert testimony to courts or legislative bodies
- Serving as a resource for the media, (including giving interviews, providing information, etc.).
- Providing consulting on a voluntary or fee basis.
- Engaging the community through projects or mutually beneficial partnerships with local or regional community based organizations, both public and private, in ways that significantly enhance the community or address problems and their solutions.

The service of a faculty member is judged according to the quality of contributions, the time commitment and the level of leadership involved. The relative importance of a service activity can be inferred from its actual or anticipated consequences. Public service activities that are to be considered in evaluations must use faculty members' knowledge in their job-related fields or promote their fields, the community, or the School. For example, an aviation professor cannot include advising the high school men's chorale for purposes of evaluating public service.

#### **D. Academic Citizenship**

Teamwork is important to accomplishing the School's goals. Faculty members of all ranks and titles are expected to actively participate with good spirit in the community of Kansas State Polytechnic and are expected to exhibit professionalism to all its stakeholders. Performance reviews of faculty and other unclassified employees will include consideration of overall contribution or detriment to the department/unit, which includes citizenship and other personal conduct affecting the workplace. Faculty and other unclassified employees are expected to have cooperative interactions with colleagues, show civility and respect to others with whom they work and interact, show respect for the opinions of others in the exchange of ideas, and demonstrate a willingness to follow appropriate directives from supervisors. (C46.1)

#### **IV. CRITERIA FOR APPOINTMENT, TENURE AND PROMOTION TO THE ACADEMIC RANKS**

Faculty appointments within the School may be either regular, term or adjunct appointments to any of the academic ranks listed in this section (C10). Initial appointment rank and subsequent promotions in rank are based on advanced degree(s), experience and achievements over time within a given rank.

##### **A. Tenured and Tenure-Track Titles**

Qualifying for tenure and promotion derives from a balance in terms of quality teaching, professional and scholarly achievements, and dedicated service. Candidates must show an impact on the institution and discipline by demonstrating sustained accomplishments since coming to the university.

###### **i. Appointment**

All initial faculty appointees must meet the criteria for the rank to which they are being appointed.

###### **ii. Promotion**

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

Promotion to assistant professor reflects an acceptable level of achievement and potential for excellence. Promotion to associate professor rests on substantial professional contributions that reflect excellence in teaching, research and other creative endeavors, directed service, or extension. Promotion to professor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies. (C120)

While there is no explicit time in rank required for promotion, the median time for promotion at Kansas State University has been about six years. Promotion may be granted earlier when the faculty member's cumulative performance at rank clearly meets the standards for promotion. (C131)

###### Assistant Professor

To be eligible for the rank of Assistant Professor, a faculty member must hold an appropriate terminal degree as defined by Section C130 of the University Handbook and have the potential for excellence in teaching, scholarship and service. There may be special cases in which accomplishments or experience other than the terminal degree will allow promotion to one of the professorial ranks (C130); in Aviation and Engineering Technology, these cases typically require an earned Master's degree and evidence of contribution(s) to the advancement of the discipline or industry. A faculty member must have a graduate degree, or at least 18 graduate credit hours, in a field closely related to assigned teaching duties.

###### Associate Professor

To be eligible for the rank of Associate Professor, a faculty member must hold the rank of Assistant Professor or meet the criteria of Assistant Professor and have evidence of substantial tangible achievements

that reflect excellence in teaching, scholarship and service. The candidate must demonstrate progress toward establishment of national recognition in the academic discipline and/or related industry. Tenure and promotion to Associate Professor are often granted concurrently (C13).

### Professor

To be eligible for the rank of Professor, faculty must hold the rank of Associate Professor or meet the criteria of Associate Professor and have evidence of the attainment of excellence in assigned responsibilities and major achievements at such a level as would provide national and/or international recognition in the academic discipline and/or related industry. In the area of public and institutional service, it is expected that the individual is recognized on campus for outstanding contributions.

### **iii. Tenure**

To secure faculty of the highest possible caliber, the university uses a selective process in awarding tenure. Tenure is a continuous appointment that can be terminated only in unusual circumstances and then only after due process has been accorded the individual in question (C70). 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 (C100.3). Instead, tenure is granted by the Kansas Board of Regents based on the assessment of the tenured faculty of the university that a candidate has made outstanding contributions in accordance with the Characteristics of an Effective Faculty Member (C100.1).

Prior to being considered for tenure at Kansas State University, a faculty member is annually appointed during an extended probationary period to assess the candidate's ability (C82.1). Tenure is not granted below the rank of Associate Professor except in special circumstances approved by the provost. For persons appointed at the rank of Assistant Professor, the maximum probationary period is six regular annual appointments. Decisions of tenure must be made before or during the sixth year of probationary service. For candidates not approved for tenure during the sixth year of service, the seventh year of service will constitute their terminal year. (C82.2)

For persons appointed at the rank of associate professor or professor, the maximum probationary period is five regular annual appointments. Tenure decisions must be made before or during the fifth year of probationary service; and for candidates not approved for tenure during the fifth year of service, the sixth year of service will constitute their terminal year. (C82.3)

Faculty members on probationary appointments who have met the criteria and standards for tenure prior to the above maximum times may be granted early tenure (C82.4).

### **iv. Transfer from Tenure Track to Non-Tenured Track**

Full-time, tenure-track faculty members may apply to the Director for a one-time, one-way transfer to one of the non-tenured academic ranks specified in section B below. A tenure-track faculty member must request the transfer prior to applying for tenure and promotion, and in any event prior to but no later than September 1 of the final year in which the faculty member could be considered for tenure (C12.6). Eligible candidates must submit to the Director a one-page request for transfer that explains the reasons for the

request. The request shall then be sent to the Associate Dean of Academics and the Dean of the college for review and consideration, who must seek input from the Dean's Advisory Committee – Promotion and Tenure Review (C153.2). The involved parties may request a meeting to discuss the request. The Dean's final decision must be provided to the faculty member requesting transfer no later than one calendar month from the date on the request.

#### **v. Transfer between Non-Tenured Tracks**

Non-tenured faculty may apply to the Director for a one-time, one-way transfer to a different non-tenured academic title track. If the request is granted, the faculty member is transferred to the lowest rank of the desired title (for example, a Senior Instructor would transfer to a Teaching Assistant Professor). Transfer requests may be made at any time. Candidates must submit to the Director a one-page request for transfer that explains the reasons for the request. The request shall then be sent to the Associate Dean of Academics and the Dean of the college for review and consideration. The involved parties may request a meeting to discuss the request. The Dean's final decision must be provided to the faculty member requesting transfer no later than one calendar month from the date on the request.

### **B. Non-Tenured Titles**

This section describes the School's criteria for appointment and promotion for the following non-tenured titles and ranks:

- Instructor, advanced instructor and senior instructor
- Professor of practice and senior professor of practice
- Teaching assistant professor, teaching associate professor and teaching professor

Faculty members appointed to these titles are not required to meet criteria set forth for tenured and tenure-track faculty. Instead, they are required to meet the criteria appropriate to their responsibilities as defined by their workload and letters of expectation.

#### **i. Appointment**

##### Instructor, Advanced Instructor and Senior Instructor

The primary responsibility for persons of these ranks is instruction, although the entire set of expectations must be clearly defined in their letters of expectation. Individuals appointed to these positions are not required to hold a terminal degree but must have a mix of academic and professional preparation that is appropriate to their teaching duties. Instructors are awarded one-year, regular or term appointments. Advanced Instructors or Senior Instructors are awarded one-year regular appointments, or one-, two-, or three-year term appointments.

##### Professor of Practice and Senior Professor of Practice

The primary responsibility for persons of these ranks is some combination of teaching, scholarship, outreach or service. The entire set of expectations must be defined in their letters of expectation. Individuals appointed to in these positions are not required to hold a terminal degree but must have substantial

professional experience and credentials appropriate to their duties. Professors of Practice are awarded one-year, regular or term appointments. Senior Professors of Practice are awarded one-year regular appointments, or one-, two-, or three-year term appointments.

#### Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor

The primary responsibility for persons on these appointments of these ranks is instruction but may include scholarly achievement and service. The entire set of expectations must be clearly defined in their letters of expectation. Individuals appointed to these positions must hold an appropriate terminal degree as defined by Section C130 of the University Handbook. There may be special cases in which accomplishments or experience other than the terminal degree will allow appointment to this rank; in Aviation and Engineering Technology, these cases typically require an earned Master's degree and evidence of contribution(s) to the advancement of the discipline or industry. A faculty member must have a graduate degree, or at least 18 graduate credit hours, in a field closely related to assigned teaching duties.

Teaching Assistant Professors are awarded one-year, regular or term contracts. Teaching Associate Professors or Teaching Professors may be awarded one-year regular appointments, or one-, two-, or three-year term appointments.

#### **ii. Promotion**

As with tenured faculty members, non-tenured faculty members may expect to advance through the academic ranks based on demonstrated individual merit in relation to the university's mission and their own discipline (C120). Promotion in academic rank is recognition by the university community of substantial achievement which deserves reward (C132).

For each level of promotion, successively higher levels of achievement are expected. (C120) In general, an appointment to Advanced Instructor or Teaching Associate Professor reflects a mastery of instructional achievement and potential for excellence, and promotion to Senior Instructor, Teaching Professor or Senior Professor of Practice is based on attainment of excellence in assigned responsibilities and achievements.

Successful candidates for promotion must demonstrate superior professional accomplishment and excellence in the performance of their assigned duties. The assessment of a faculty member's performance upon which a recommendation regarding promotion is based must reflect the professional expectations conveyed during annual evaluation. (C 140) A faculty member holding a non-tenured appointment is granted promotion only after a formal appraisal by eligible faculty members as defined in Section VIII.

#### **C. Term Appointments**

Term appointments may be made to any of the academic ranks described in the section above. They are governed by Section C11 of the University Handbook and no additional criteria are required by the School.

## D. Adjunct Appointments

Adjunct appointments may be made to any of the academic ranks described in the section above. They are governed by Sections C25.1–25.5 of the University Handbook and no additional criteria are required by the School.

## V. ANNUAL EVALUATION

Annual Faculty evaluation is an assessment of the quality and importance of the accomplishments and contribution made by each faculty member during the calendar year. Annual evaluation by the Director determines merit salary recommendations and serves as a yardstick for performance evaluation leading to tenure and promotion.

The purposes of evaluation are to provide the basis for personnel decisions concerning annual merit salary, reappointment, tenure, and promotion (C30.1); aid faculty development (C30.1); judge the effectiveness of faculty performance (C30.2); assure that personnel decisions are “reasonable and defensible” (C30.2); and provide feedback to the individual employee so that he/she can maintain high levels of performance (C30.3).

When included as part of a faculty member’s appointment, each of these areas of responsibility is considered in annual evaluation: teaching, defined as efforts to assist undergraduate and graduate students in gaining knowledge (C2); research and other creative endeavor, referred to as “scholarship” within this document, defined as efforts to make original intellectual or artistic contributions (C3); and non-directed service, referred to simply as “service” within this document, defined as profession-based, institution-based or public-based work that is not part of a faculty member’s explicit assignment (C6).

Annual evaluation is conducted the same for all faculty holding tenured, tenure-track and non-tenured appointments. Faculty members holding non-tenured appointments are evaluated only on the assigned areas of responsibility in their letter of hire.

### A. Year-Beginning Goal Setting

Annual performance evaluation is based upon a mutual understanding between the faculty member and the Director concerning the individual’s professional goals for the calendar year. In January, each faculty member submits a list of projected activities and goals for the upcoming calendar year, reflecting his/her areas of responsibility (teaching, scholarship and service). The Director and faculty member must subsequently meet to discuss and approve the activities and goals and his/her anticipated distribution of effort. For newly appointed faculty members, this meeting must take place within 30 days of the date of hire. The following table shows the allowed ranges for distribution of effort; distributions outside these ranges is permissible in unique situations.

#### Allowed Ranges for Distribution of Effort

Tenured/Tenure-Track

Non-tenured

---

|  |          |           |
|--|----------|-----------|
| <b>Teaching</b>  | 20 - 80% | 60 - 100% |
| <b>Scholarship</b>   | 10 - 50% | 0 - 30%   |
| <b>Service</b>   | 10 - 50% | 0 - 30%   |
| <b>EXAMPLE</b>   |          |           |
| <ul style="list-style-type: none"> <li>• A typical distribution is 80% teaching, 10% scholarship and 10% service.</li> <li>• The 80% teaching workload typically consists of four 3-credit undergraduate courses (12 credits total).</li> <li>• Other workload distributions are derived by proportionally adjusting the 80% rule. For example, a faculty member teaching five 3-credit courses (15 credits total) would be considered to have 100% of his/her workload devoted to teaching and, therefore, have <i>no service or scholarship responsibilities</i>. A faculty member teaching two 3-credits courses (6 credits total) would be considered to have 40% of his/her workload devoted to teaching and, therefore, must have service and scholarship responsibilities that total 60%.</li> <li>• When a course has a special workload situation, the Director may grant the faculty member relief from the “80% is four 3-credit courses” rule. Such courses include, but are not limited to, graduate courses, writing courses, or courses with a significant laboratory preparation.</li> </ul> |          |           |

The Director must provide feedback to each individual faculty member on the merits of his/her endeavors, projected time and effort allocations, benefit to the School, and how the goals compare with other faculty.

At any time prior to submitting the year-ending faculty activity report, the faculty member, in consultation with the Director, may revise his/her actual distribution of effort. This flexibility should not be used by the faculty member to neglect vital aspects of the School’s mission. Accordingly, the percent weight allocated to each area of responsibility must fall within the allowed ranges. It is expected that the percentage weights the faculty member allocates should reflect his/her assignments, workload, interests, efforts and opportunities for the year.

### **B. Year-Ending Evaluation – Faculty Member’s Responsibilities**

In January of each year, each faculty member prepares a report summarizing activities and accomplishments with respect to the areas of responsibility (teaching, scholarship, and service) during the previous calendar year. This report must be submitted to the Director using the Faculty Activity Report and Evaluation provided in Appendix A. Any other supporting material the faculty member deems appropriate may accompany the report. Faculty members holding non-tenured appointments are required to only submit documentation on activities and achievements that are part of their assigned duties. Work that spans more than the calendar year in question may be included in order to encourage faculty to undertake long-term projects that do not lend themselves to a single-year evaluation.

It is the responsibility of the faculty member being evaluated to fully document the activities to be considered for evaluation. Documentation must be sufficient to allow the Director to reasonably assess the extent to which the faculty member contributed to the activity and the quality of the activity. Multiple

sources of data must be included for each area of evaluation (teaching, scholarship, and service) in order to provide various perspectives and avoid a concentration on narrow performance objectives (C33).

### Teaching

The importance and characteristics of effective teaching are defined in Section III-A, Characteristics of an Effective Faculty Member. Faculty must therefore include in their year-end report evaluation items which speak to the quality of their teaching (C34.2). Such items may include, but not be limited to:

- confidential student evaluations documenting teaching competence (C34)
- faculty peer evaluations of teaching
- course materials such as syllabi, examinations, laboratories and reading lists (C34.2)
- enrollment size, contact hours, and labor intensity (e.g. setting up and maintaining laboratories and equipment, grading load, new preparations, distance teaching)
- grants and awards for course development
- grants and awards for professional development in teaching
- developing new courses or enriching established courses with new pedagogies
- correspondence from former students and professionals related to teaching
- awards for teaching

Regarding confidential student evaluations, a faculty member must be evaluated by students using the TEVAL form in every course he/she teaches. Copies of the complete TEVAL results, comments included, must be included in the supporting material. Faculty members may additionally use other instruments (e.g. IDEA) for their own formative evaluation and may also include these results in the supporting material.

### Scholarship

Scholarship is defined, and its importance described, in Section III-B of this document. Faculty members should refer to that section for activities and accomplishments to include in their year-end report, which also should address the quality factors listed in Section III-B.

### Service

Faculty members are expected to participate in the life of the School, attend faculty, college, and program meetings, use facilities appropriately, be available to colleagues and students, and respond favorably to reasonable assignments. Section III-C of this document lists appropriate service activities to include in a year-end report.

## **C. Year-Ending Evaluation –Director’s Responsibilities**

The Director, in evaluating the faculty member, must evaluate the quality of performance of each activity as well as its importance in terms of the time and effort it required, and its impact on the School. For each area of responsibility, the Director must assign a summative rating as follows:

5 = Greatly Exceeds Expectations

- 4 = Exceeds Expectations
- 3 = Meets Expectations
- 2 = Needs Improvement
- 1 = Unsatisfactory

Using weights equal to the faculty member's actual distribution of effort, the Director derives a weighted average score from 1 to 5 representing a summative appraisal of the faculty member's total effort.

As set forth in the University Handbook, a faculty member's performance "is exceptionally complex and cannot be evaluated adequately based on a single source of information" (C33) such as student ratings of classroom instruction (C34.2). Therefore, the evaluator will use multiple data sources for the evaluation of each area of responsibility.

In accordance with the University Handbook, Section C46.1, the Director must complete, by January 31, a narrative account justifying his/her summative ratings for each area of responsibility. The narrative must provide succinct assessments of the faculty member's effectiveness in performing each area and must include summaries of achievement and evidence to support the assessments. The Director must use the Faculty Activity Report and Evaluation provided in Appendix A to compile the narrative.

In accordance with the University Handbook, Sections C46.2 and C46.4, the Director must compile a list of faculty scores and recommend a merit salary adjustment for each faculty member evaluated. Although the Director must guarantee anonymity of final scores, each faculty member must be given the opportunity to see how his/her evaluation ranks relative to the other faculty members in the school and his/her relative standing with respect to merit salary increases within the School.

In accordance with the University Handbook, Sections C45.3 and C46.3, the Director must give the faculty member adequate opportunity to review and discuss the written evaluation. Within seven working days after the review and discussion, the faculty member may submit, to the Director, a written statement of unresolved differences regarding the written evaluation, which must be attached to and maintained with the evaluation. The faculty member must sign a statement acknowledging the opportunity to review and discuss the evaluation and his/her relative position in the planned assignment of merit salary increases.

The Director must submit the items specified in the University Handbook, Section C46.4, to the Dean.

## **VI. FACULTY QUALIFIED TO VOTE ON THE MATTERS OF TENURE, PROMOTION AND MID-PROBATIONARY REVIEW**

### **A. Tenured and Tenure Track Titles and Ranks**

All faculty who hold a rank equal to or higher than the rank being considered may vote on the question of promotion; faculty who hold tenure, regardless of rank, may vote on the questions involving reappointment, the awarding of tenure and mid-probationary review. Faculty members holding non-tenured titles and ranks are not eligible to vote on matters of tenure or promotion for tenured and tenure-track faculty. Should a

conflict of interest arise due to familial relationships, the voting family member must recuse him/herself from the voting process.

### **B. Non-Tenured Titles and Ranks**

All faculty of greater rank within the same title track, as well as all tenured faculty members, may vote on the questions of reappointment and promotion. Should a conflict of interest arise due to familial relationships, the voting family member shall recuse him/herself from the voting process.

## **VII. PROCEDURES FOR FACULTY REAPPOINTMENT**

### **A. Regular-Appointment Tenure-Track Probationary Faculty**

As part of their annual evaluations, faculty members holding an appointment to a tenure-track title and who are still in their probationary period are notified of their progress toward tenure and whether or not they will be reappointed for the following year (C50.1). Faculty members must be explicitly informed by the Dean in writing of a decision not to renew their appointments in accordance with The Standards of Notice of Non-Reappointment (University Handbook, Section C162.3).

The candidate for reappointment is not required to submit documentation beyond what is required for the annual evaluation (C52). The Director is required to keep the cumulative documentation that the candidate submitted for all of his/her prior annual evaluations and make it available, if requested, to faculty qualified to vote on the candidate's reappointment.

School procedures for carrying out reappointment follow the steps set forth in the University Handbook, Sections C53.1–C53.3. The Director must, during the fall semester, issue specific deadlines for the reappointment process. In accordance with Sections C35 and C53.3, only the Director's recommendation, rationale for the recommendation, and faculty vote are shown to the candidate and become part of his/her cumulative reappointment file.

College and University procedures for reappointment are set forth in the University Handbook, Sections C54–C56. Final authority regarding reappointment is delegated to the provost (C55).

### **B. Regular-Appointment Non-Tenured Faculty**

As part of their annual evaluation, faculty members holding a regular appointment to a non-tenured title are notified whether or not they will be reappointed for another year (C60). The criterion for reappointment is satisfactory performance on the duties assigned in his/her letter of hire and annual goals. Faculty members must be explicitly informed by the Dean in writing of a decision not to renew their appointments in accordance with The Standards of Notice of Non-Reappointment (University Handbook, Section 162.3).

Reappointment procedures are based on the University Handbook, Sections C60–C66. Each faculty member undergoing review must provide, to the Director, a portfolio that documents his/her activities and achievements relevant to assigned responsibilities during the review period. The Director must make this material available to faculty members eligible to vote for at least 14 days to solicit their input. After receiving

faculty input, the Director writes a recommendation for or against reappointment accompanied by explanations, which is forwarded to the Dean. The faculty member undergoing review receives a copy of this recommendation, and a copy is also added to the faculty member's cumulative reappointment record. The Director must, during the fall semester, issue specific deadlines for the reappointment process.

### **C. Term Appointment Faculty**

A term appointment carries no expectation of continued employment beyond the period stated in the contract; notification of non-reappointment is not required. The Standards for Notice of Non-Reappointment applicable to regular appointments do not apply. (C11)

## **VIII. PROCEDURES FOR PROMOTION AND/OR TENURE**

Procedures regarding evaluation for tenure and promotion are specified in the University Handbook (C110 - C116, C150 – C156, respectively). Candidates in their final year of probation will automatically be reviewed for tenure unless they resign; they will be informed of the upcoming review in their annual contract. A faculty member may request an early tenure review. The request for an early tenure decision must be submitted in writing by the candidate to the Director by September 15.

In the case of promotions, a written request for consideration of promotion must be submitted to the Director by September 15.

### **A. Candidate's Responsibilities**

The candidate compiles and submits a file that documents her or his professional accomplishments in accordance with the criteria, standards, and guidelines established by the department (C111). The responsibility for collecting the information that demonstrates the candidate's accomplishments will be borne principally by the candidate. The candidate is encouraged to consult with the Director and members of the faculty concerning the content and preparation of the promotion/tenure document.

All candidates for promotion and tenure will prepare and present a general colloquium that describes the results of the candidate's teaching/scholarship and creative endeavors/service activities for the period of time under review. This colloquium should be scheduled for the month of September. This event shall be open to all faculty, students, and staff; this event shall not be used to collect any evaluation of the candidate by the general audience.

#### **i. Required Documentation**

The candidate must forward to the Director by October 1, documentation that summarizes his/her accomplishments in teaching, scholarship, and service during the current rank. The materials must be presented using the sections and format in the format specified below (and in Appendix B). Each section must explicitly include and re-state the section description specified below.

#### **Section I. Summary**

##### A. Cover Sheet

Limited to one page. Must specify name, period of time under review, academic rank during the period of time under review, tenure status during the period of time under review, average distribution of effort (teaching, scholarship, and service) during the period under review. Section must include the candidate's signature stipulating to the above information.

#### B. Recommendation by the Director

Limited to one page. To be completed by the Director following the faculty vote, and prior to forwarding the candidate's portfolio to the Dean. Must include the results of faculty vote (number voting in favor of promotion/tenure, number voting against promotion/tenure, number not voting), Director's written recommendation with justification, Director's signature.

#### C. Recommendation by the Dean

Limited to one page. To be completed by the Dean when the portfolio is forwarded to the Provost. Section must include: Dean's written recommendation with justification; Dean's signature.

### **Section II. Description of responsibilities during the period of time under review.**

To be completed by the Director and signed by the candidate. Section must include details of the candidate's responsibilities during the period of time under review.

### **Section III. Statement by the Candidate**

#### A. Candidate's overall statement of accomplishment

Completed by the candidate justifying why he/she should be granted promotion/tenure. Candidate is to provide a summary of major achievements during the period of time under review. Candidate may include any other information he/she feels is pertinent to the promotion/tenure decision. Summary is limited to one page.

#### B. Candidate's statement of five-year goals

Completed by the candidate. Candidate is to provide a statement of his/her five-year goals with respect to teaching, scholarship and creative endeavors, and service. Statement is limited to one page.

### **Section IV. Teaching Summary**

#### A. Summary of candidate's teaching activity

Completed by the candidate to summarize his/her teaching activity during the period of time under review. Must include a list of courses taught, and student advising/mentoring, thesis supervision. Candidate may include other examples of productivity that further the teaching mission of the institution. Statement is limited to one page.

#### B. Candidate's statement of teaching quality

Completed by the candidate to provide evidence of instructional quality. Must include results of student evaluations of teaching during the period of time under review. May include peer

evaluations, evaluation of advisement, outcomes of instructional projects, awards, etc. Statement is limited to one page.

C. Candidate's statement of scholarship and creativity in teaching

Completed by the candidate. Candidate is to provide further evidence of scholarship and/or creativity that promote excellence in teaching. Statement is limited to one page.

**Section V. Summary of Scholarship and Creative Endeavors**

A. Candidate's statement of scholarship and creative endeavors

Candidate is to provide a statement describing his/her achievements in scholarship and creative endeavors. Candidate may include any other context he/she feels is pertinent to the promotion/tenure decision. Statement is limited to one page.

B. List of scholarly works and creative achievements

Candidate is to provide a list of scholarly works (publications, presentations, etc.) and creative achievements for the evaluation period. Include items developed, submitted, or published/presented/communicated during the time period under review. List is limited to one page.

C. List of grants and contracts

Candidate is to provide a list of grants and contracts during the evaluation period. Where appropriate, specify agency, funding level, duration, title, and collaborators. Include items developed, submitted, and/or funded during the time period under review. List is limited to one page.

**Section VI. Service Contributions**

Candidate is to provide a statement detailing his/her achievements in service at the professional, university, college/departmental, and local levels. A list of committees on which the candidate served should also be provided. Statement and committee listing together are limited to two pages.

**Section VII. Cooperative Extension**

Do not complete this section. Include it so that section numbering is consistent with candidates of other colleges.

**Section VIII. Summary of Letters of Evaluation**

To be completed by the Director pursuant to C112.2, C 152.2. Summary is limited to 2 pages.

**Section IX. Other Information Considered Pertinent by the College**

Candidate may include any other context he/she feels is pertinent to the promotion/tenure decision. Statement is limited to one page.

**ii. Supporting Documentation**

Detailed supporting documentation must be presented separately from the required documentation and labeled Supporting Documentation. Included here, for example, are student ratings of instruction, reprints and/or manuscripts, a detailed curriculum vita, etc.

### **Section X. Supporting Documents**

To be compiled by the candidate and provided under separate cover.

- A. Full reports of student evaluation of teaching during the period of time under review
- B. Reprints, manuscripts, proceedings etc. of works summarized in earlier sections;
- C. Detailed curriculum vitae.

Documentation must address the criteria for evaluation described in Section IV of this document. If not already included above, the following evaluation materials should be included in the candidate's portfolio as applicable:

#### Teaching

- List of courses taught (IV-A)
- Teaching evaluations: The standard evaluations that were furnished by all students who were enrolled in the candidate's courses for the relevant period (IV-B, X-A)
- National, regional, and local awards or recognition (IV-B)
- Information concerning the introduction of new courses and/or substantive course revision.
- Other information that demonstrates the candidate's teaching effectiveness (IV-B)

#### Scholarship and Creative Endeavors

- Portfolio of creative and scholarly works during the relevant period.
- Reprints and/or manuscripts submitted for publication or presentation (X-B)
- Copies of all grant proposals during the relevant period. Reviewers' comments may be included. (X-B)
- Lists of invited and contributed presentations at professional and symposia, seminars at schools, industries, and government laboratories.
- National, regional, and local awards or recognition
- Professional licensures and certifications.
- Other information that demonstrates scholarship and creative endeavors

#### Service

- A summary of the candidate's activities on Departmental, College and University committees.
- A summary of the candidate's activities in national, regional, and local professional societies.
- Information concerning the candidate's organization of symposia, etc.
- Evidence of the candidate's reviews of books, papers, and research proposals.
- Evidence of substantive service and contributions to the professional community.
- Other service to the Department, University, and community.

## **B. Responsibilities of the Director**

Upon receiving the candidate's written request, the Director will obtain documentation and information as per the University Handbook (C150-156 and C112 et al.)

### **i. Director's contributions to the portfolio**

The Director prepares the portions of the promotion/tenure document that detail the candidate's responsibilities during the period of time under review (Section II) and gathers information to be contributed toward the candidate's evaluation (Section I-B, Section VIII).

When appropriate, the Director will gather additional information from students, alumni, and appropriate colleagues, in accordance with the University Handbook sections C112.2 and C152.2.

In soliciting information from students and alumni, the Director will collect information on the students' perception of the candidate's

- preparation for teaching,
- appropriateness of teaching methods and style,
- appropriateness of the content of courses,
- fairness in grading,
- equity of treatment of all students, and
- individual consultation with students.

In discussing the candidate with appropriate colleagues, the Director will collect information about other faculty members' perceptions of the candidates'

- interactions with other faculty in collaborative efforts,
- general interest and ability to teach at all levels of instruction,
- preparation for teaching,
- appropriateness of teaching methods and style,
- appropriateness of the content of courses,
- service, and
- scholarship and creative endeavors.

### **ii. Dissemination of materials to the faculty**

The Director is advised by the eligible faculty members regarding the qualifications of the candidate for tenure/ promotion. The Director is responsible for making the candidate's file and tenure/promotion criteria available to the eligible faculty. The Director will make these materials, and the candidate's entire tenure portfolio, available for inspection by the qualified faculty by the end of the second full week of October (C112.1-112.5).

The Director must make the promotion/tenure documentation available to eligible voting faculty members at least 14 days prior to any formal review meeting. The promotion/tenure documentation includes:

- The candidate's documentation.
- The department's tenure/promotion criteria.
- (For tenure decisions) the candidate's mid-probationary review file.
- (For tenure decisions) the candidate's cumulative reappointment file.
- Outside comments and reviews as solicited in accordance with the University Handbook, Section C 112.2, C152.2.

### **iii. General colloquium**

Candidates for promotion and tenure must present a colloquium that describes the results of the candidate's teaching/scholarship and creative endeavors/service activities for the relevant period. It is the responsibility of the Director to schedule this colloquium. This colloquium should be scheduled by the Director for the month of September, prior to any formal review meeting of the faculty. This event shall be open to all faculty, students, and staff; this event shall not be used to collect any evaluation of the candidate by the general audience.

### **iv. Review meeting**

By the end of October eligible members of the faculty and the Director will meet to discuss the case for promotion and/or tenure of the candidate. It is the Director's responsibility to schedule this meeting following a period of at least 14 days after the candidate's promotion/tenure materials have been made available to the eligible faculty.

## **C. Procedures and Responsibilities of the Faculty Eligible to Vote**

1. After the candidate's colloquium and following a 14-day period starting from the promotion/tenure materials being made available by the Director, the Director must convene a meeting of eligible voting faculty members for the purpose of explaining or clarifying the promotion/tenure standards and procedures.
2. After explanation/clarification by the Director, the eligible voting faculty members alone meet to review the candidate's qualifications for promotion. The candidate may be asked to appear for part of this meeting to clarify aspects of his/her portfolio.
3. Within five business days subsequent to the faculty's discussion of the candidate, each qualified member of the faculty will submit a written recommendation/ballot to the Director.
4. After the voting period, the Director must compile a written recommendation regarding the candidate's promotion/tenure. This recommendation must include a summary of the results of the vote of the eligible faculty, including a summary of the comments.
5. By the end of the first week in November, the Director forwards to the dean the written recommendation, all materials listed in section B.2. above, and all recommendations and unedited written comments of the eligible voting faculty members.
6. The candidate receives only a copy of the Director's written recommendation.

7. The candidate must be informed by the Director of a negative recommendation prior to its submission to the dean and at any time prior to this submission he or she may withdraw the request for promotion/tenure.
8. The complete file is forwarded to the Dean (C150-C156.2). Candidates are informed by the Dean of the college's recommendation at the time their files are forwarded to the Provost.

#### **D. Appeal Procedures**

Candidates have the right to appeal recommendations, as specified in Appendix G of the Faculty Handbook, or to withdraw from promotion and tenure consideration. An ombudsperson is available to provide assistance to faculty in the resolution of concerns and disputes that arise within the university. Faculty are encouraged to contact an ombudsperson before making an administrative appeal as established in Appendix G of the University Handbook.

For a complaint regarding promotion, the complainant shall follow the procedures in sections C154.2-C154.3 of the University Handbook.

For a complaint regarding tenure, the complainant shall follow the procedures in sections C114.2-C114.3 of the University Handbook.

The candidate may appeal a recommendation not to grant promotion or tenure upon the finding of the Deans Council (C144.2).

The candidate may withdraw from further consideration for promotion within seven calendar days following notification of the college's recommendation (C153.4).

#### **IX. MID-PROBATIONARY REVIEW**

In accordance with the University Handbook, Sections 92.1–92.4, faculty members holding an appointment to a tenure-track title must undergo a formal review midway through their probationary period. This review provides the faculty member with substantive feedback from faculty colleagues and administrators regarding his/her accomplishments relative to School's tenure criteria; allows tenured faculty to comment on the probationary faculty member's long-range plans for creative endeavors and other scholarly activities; to determine if the accomplishments and goals of the probationary faculty member are consistent with the mission and goals of the School. The review is for the benefit of the probationary faculty member. A positive review does not guarantee that the faculty member will be granted tenure nor does a negative review mean that tenure will be denied.

The mid-probationary review will be conducted during the second semester of the probationary faculty member's third full year at Kansas State University. The Director must, at the beginning of the candidate's third full year, inform the candidate of the upcoming review in writing, including the candidate's responsibilities concerning the review and appropriate specific deadlines for the review process.

The probationary faculty member must prepare and submit to the Director written documentation summarizing his/her activities and accomplishments during the probationary period. The documentation must demonstrate how the candidate exhibits the Characteristics of an Effective Faculty Member in Section III in such a way as to meet the criteria for tenure in Section IV.A.iii.

The documentation must adhere to the Guidelines for the Organization and Format of Mid-Tenure Review Documentation, which is found at <http://www.k-state.edu/provost/forms/midtenure.doc>. In addition, the candidate must submit a plan of three-year goals and activities.

Candidates are required to give a presentation to the campus summarizing his/her accomplishments during the review period. There is to be no collection of summative evaluations of the presentation or the candidate's fitness for tenure. The presentation is particularly important in the School of Integrated Studies in that it gives the candidate the opportunity to explain his/her activities to colleagues outside the candidate's discipline who will be voting on his/her tenure. The candidate is encouraged to discover the connections among teaching, scholarship, and service activities that demonstrate the themes and/or direction of his/her work. The themes, which emerge from the unique combination of the faculty member's abilities, interests and opportunities, provide a useful conceptual framework to guide the faculty member in the completion of his/her probationary period. The presentation of these themes can be useful in fostering collaborations between the faculty member and his/her colleagues.

After the candidate's presentation and after the 14-day review period specified by the University Handbook, Section C92.2, the Director must call a closed meeting of the school's tenured faculty members for the purpose of reviewing the candidate's progress toward tenure. After the review meeting, the Director must write an assessment of the candidate's suitability for tenure that must include an unattributed summary of the tenured faculty members' comments and suggestions. The Director must discuss the assessment with the candidate, who may submit a written response.

The Director forwards his/her assessment (including any written response by the candidate) to the college advisory committee along with the candidate's documentation, a copy of the School's tenure criteria, and the candidate's cumulative reappointment file. The assessment and any written response become part of the candidate's cumulative reappointment file.

## **X. PROFESSORIAL PERFORMANCE AWARD**

The Professorial Performance Award, described in Sections C49.1 through C49.14 of the University Handbook, rewards long-serving faculty members having exemplary performance with an increase in his or her base salary. The award is not a form of promotion, it is not a right accorded to every Professor, nor is it granted simply because of a candidate's routinely meeting assigned duties with a record free of notable deficiencies (C49.1).

## **A. Eligibility**

University eligibility for the Professorial Performance Award is outlined in section C49.2 of the University Handbook. To be eligible for the award, the candidate must be a tenured professor and have been in rank full-time at Kansas State University at least six years since the last promotion or professorial performance award. The candidate is eligible to apply at the beginning of the spring semester of his/her sixth year since receiving the last promotion or Professorial Performance Award.

## **B. Criteria**

To qualify for the award, eligible candidates must demonstrate sustained productivity and performance in at least the last six years before the performance review. This performance must be of a quality comparable to that which would merit promotion to Professor according to current approved school standards (C49.2).

## **C. Award Procedure**

The following award procedures are based on the University Handbook, Sections C49.3 - C49.7.

Reviews for the Professorial Performance Award follow the same timeline as that for annual performance evaluation.

The faculty member seeking the award must prepare and submit to the Director written documentation summarizing his/her activities and accomplishments since the previous promotion or professorial performance award. The documentation must address the award criteria described in Section B above and be in the format prescribed by the Guidelines for the Organization and Format of Tenure and Promotion Documentation maintained by the Office of the Provost. The Director must make the candidate's documentation available for inspection for at least 14 days by all tenured Professors in the School.

Candidates are strongly encouraged, but not required to give a presentation to the campus summarizing his/her accomplishments during the review period. The purpose of the presentation is to allow the candidate to argue his/her case as well as inform junior faculty of the standards of the rank. There is to be no collection of summative evaluations of the presentation or the candidate's fitness for promotion. The Director must schedule the presentation with input from the candidate and the tenured Professors in the School.

Once the 14-day inspection period has elapsed, the Director must call a closed meeting to discuss the candidate's application for the award. Present must be the Director, the candidate, and any tenured Professor in the School. This closed meeting must occur after the candidate's campus presentation, and may or may not be scheduled to occur immediately at the close of the presentation. Following the closed meeting, the tenured Professors meet to discuss the candidate's application for the award. This meeting excludes the candidate and the Director and may or may not be scheduled to occur immediately after the closed meeting with the candidate. Within five business days following the Professors' meeting, the tenured Professors must vote by secret ballot and submit their written recommendations and comments to the Director. Only tenured Professors that were present at all meetings – the presentation (if any), the closed meeting and the Professors' meeting – is qualified to vote on the candidate's award. It is the voting

Professor's duty to conscientiously render a "Yes" or "No" vote; abstentions are to be reserved for very special circumstances (e.g. conflict of interest) and must be accompanied by an explanation as to why the Professor is abstaining.

Using the information provided by the tenured Professors' ballots along with his/her own observations, the Director must produce a written evaluation of the candidate's performance during the review period in terms of the criteria, standards, and guidelines established, along with a recommendation for or against the award. This evaluation and recommendation must include the anonymous results of the faculty vote and the unedited anonymous comments from the faculty ballots. The Director must provide a copy of this evaluation and recommendation (including anonymous faculty vote and unedited faculty comments) to the candidate.

If the award is not recommended, the Director must give the candidate adequate opportunity to review and discuss the written evaluation and recommendation, after which the candidate has seven business days to include a written statement of unresolved differences regarding it. The candidate must sign the Director's evaluation and recommendation acknowledging that he/she was provided this opportunity; such a signature does not imply agreement with the evaluation.

The Director must forward to the Dean the candidate's written documentation, the written evaluation and recommendation (including anonymous faculty vote, unedited faculty comments and candidate's statement of unresolved differences), and the School's Professorial Performance Award policy.

## **XI. POST-TENURE REVIEW**

The post-tenure review process is defined in Appendix W of the University Handbook. The process is intended to enhance the continued professional development of tenured faculty so they may more effectively fulfill the mission of the university. This policy and any actions taken under it are separate from and have no bearing on the chronic low achievement or annual evaluation policies. Nothing in this alters or amends the University's policy regarding removal of tenured faculty members for cause.

### **A. Timing**

In the absence of promotion, application thereof, major awards and other compelling reasons, each tenured faculty member must undergo the post-tenure review at every sixth annual performance review. The review that occurs when a faculty member seeks promotion to Professor or seeks the Professorial Performance Award is considered an appropriate substitute for post-tenure review whether or not the promotion or award is granted. Thus, for the purposes of counting toward post-tenure review, the first annual performance review is that conducted in the academic year after promotion or award has been sought. Likewise, review of a faculty member under the Chronic Low Achievement policy substitutes for post-tenure review. Furthermore, the receipt of a major college, university, national or international award (including the McArthur Family Faculty Fellow Award and the Marchbanks Memorial Award for Teaching Excellence) will reset the post-tenure review clock. Post-tenure review may be delayed for one year to accommodate sabbatical leave, a major health issue, or another compelling reason, provided that both the

faculty member and the Director approve the delay. A faculty member who has formally announced retirement or is in phased retirement is exempt from post-tenure review.

## **B. Procedure**

The post-tenure review must be conducted in accordance with the timeline associated with the annual evaluation review. After completion of the faculty member's sixth annual evaluation, as determined using the rules in section A above (Timing), the faculty member must collect and submit to the Director the faculty member's written annual performance evaluations for the review just completed and for the previous 5 years.

If the faculty member being reviewed met or exceeded expectations in all six annual evaluations, the faculty member is making appropriate contributions to the university and no further action is needed. The Director must affirm this in writing to the Dean and the written statement must become part of the permanent file of the faculty member being reviewed.

If the faculty member being reviewed did not meet expectations in one or more of the annual evaluations that are submitted, the Director must appoint two tenured faculty members of the School whose rank is equal to that or greater than the faculty member under review. One of the reviewers may be chosen by the faculty member and the other must be chosen by the Director.

Within two weeks of their appointment, the faculty review team must read the six evaluations and any other material that the faculty member under review wishes to submit to them. Reviewers are expected to maintain complete confidentiality of the materials submitted by the person under review. The faculty review team must assess the faculty member's observed strengths, identify areas for growth and improvement, and determine if professional development or changes in duties is required for him/her to make appropriate contributions to the University.

The faculty review team must meet with the faculty member if either party requests it. If the review team determines that professional development or changes in duties are required, then the parties must meet to devise a written plan, not to exceed three pages in length, indicating how the faculty member is to develop his/her career appropriately during the next six years and detailing what University resources are needed to support such development.

Within four weeks of their appointment, the review team must submit a written summary of its review to the Director who may add his/her recommendations. Copies of the team's review and the director's written recommendations must be given to the faculty member under review after which he/she has seven days in which to submit to the Director any written comments regarding the review and recommendations. The Director must forward to the Dean the team's written review, his/her recommendations, and any comments by the faculty member. These materials become part of the permanent file of the faculty member under review.

## **XII. CHRONIC LOW ACHIEVEMENT OF TENURED FACULTY**

This section, based on the University Handbook Sections C31.5–31.8, describes the policy under which a tenured faculty member in the School may have his/her tenure revoked. Chronic failure of a tenured faculty member to perform his/her professional duties shall constitute evidence of “professional incompetence” and warrant consideration for “dismissal for cause” under existing university policy (C31.5). “Dismissal for cause” in cases of professional incompetence can only be based on guidelines about minimum-acceptable levels of performance that apply generally to all members of the School and are distinct from individually determined annual goals (C31.6). Prior to the point at which “dismissal for cause” is considered, a faculty member’s deficient performance should have been noted in prior annual evaluations and other less drastic actions should have been taken (C31.7).

### **A. Minimum-Acceptable Level of Performance**

This policy sets forth minimum-acceptable levels of productivity in the areas of teaching, scholarship, and service for tenured faculty.

#### Teaching

For the period under review, any faculty member meets the minimum-acceptable level of teaching performance by:

- Providing instruction appropriate to fulfill the needs of the School
- Providing adequate course administration for all assigned courses, including:
  - Providing students with an appropriate course syllabus
  - Posting and holding regularly scheduled office hours
  - Meeting classes on a regular basis or ensuring they are adequately covered
  - Timely assessment of student performance
- Arranging for student evaluation of teaching according to School policy
- Receiving on average for the evaluation period a minimum adjusted TEVAL score of 2.50 on “overall effectiveness as a teacher”
- Engaging in appropriate course development and preparation

#### Scholarship

For the period under review, any faculty member meets the minimum-acceptable level of scholarship by participating in any one of the following:

- College grant activity
- Publication appropriate to discipline
- Active participation and/or presentation at a professional conference
- Attendance at a professional conference and subsequent sharing or application of experiences gained
- Completion of coursework for academic or professional growth

- Appropriate course development and/or self-improvement activities
- Creative contributions to industry, government, community, and/or professional fields

### Service

For the period under review, any faculty member meets the minimum-acceptable level of scholarship by active participation in any one of the following:

- Service on one School, college, or university committee
- Participation with a professional organization
- Participation in an outreach or recruitment project for the School
- Participation in one public service activity that uses the faculty member's knowledge in their job-related field

### **B. Procedures**

Whenever a tenured faculty member's annual performance evaluation results in a ranking of "needs improvement" or below, the Director must complete a Chronic Low Achievement Checklist (Appendix C) for the faculty member. If the checklist indicates that the faculty member does not meet the minimum acceptable level of productivity, the Director must inform the faculty member of this in writing. The faculty member must be given 30 days from the date of the written notice to provide additional written evidence of professional activity or evidence that his/her duties were inequitable. If the Director accepts the evidence, then he/she may withdraw the determination that the faculty member has not met the minimum-acceptable performance standard. The Director must correct any inequities in the faculty member's duties.

If, after the tenured faculty member's response, the Director does not withdraw the determination of failure to meet minimum-acceptable performance, the Director must give the faculty member, in writing, a suggested plan of action to improve the performance of the faculty member. The plan must describe the intended performance outcomes to be achieved and specific actions to be taken by the faculty member to achieve these intended outcomes. In subsequent annual evaluations, the faculty member must report on activities aimed at improving performance and must provide any evidence of improvement.

If agreed to by the tenured faculty member under review, the procedures of the previous paragraph may include a peer mentoring group whose purpose is to ensure that the School's Chronic Low Achievement Policy is administered in a team-oriented, mutually caring manner, rather than as punishment. This group gives input to the Director regarding the plan of action of improvement, works with the faculty member to improve his/her performance and gives feedback to the Director. Individuals qualified to serve as peer mentors must be tenured, full-time faculty of the School, in good standing with Kansas State Polytechnic, and willing and able to serve in this capacity. The tenured faculty member under review must identify, perhaps with the aid of the Director, three to five such colleagues as peer mentors. The Director then appoints some or all of them to the peer mentoring group and must provide each with a written letter of expectation that outlines his/her responsibilities.

With the peer mentoring group in place, the Director must seek its input for the written plan of action to improve the performance of the faculty member. The peer mentors are to work with the faculty member during the next evaluation period to improve his/her performance. The Director must solicit feedback and provide assistance to the peer mentors and the faculty member.

At the end of the year-long evaluation period, the tenured faculty member at issue must participate in the regular annual evaluation process. At this subsequent evaluation, if the Director, after affording the faculty member the 30-day opportunity to provide additional evidence, again reaches a determination of failure to meet minimum-acceptable performance, then the Director must forward the name of the faculty member to the Dean with a written suggested course of action.

Again, if agreed to by the tenured faculty member under review, the Director may convene a peer review group to participate in the procedures of the previous paragraph. This is to ensure that eligible School faculty have input into any decision, as is required by the University Handbook, Section 31.5. This group must consist of three or more faculty members, at least one of whom is from the same professional/academic discipline as the affected faculty member. If necessary, this individual can be from outside the School. The peer review group must review the documentation pertaining to the determination of failure to meet minimum-acceptable performance and solicit comments from other eligible faculty using a procedure similar to that of the tenure review. After its review, the peer group must submit a report to the Director indicating its agreement or non-agreement with the Director's conclusion and suggested course of action. This report must be forwarded to the Dean along with the Director's conclusion and suggested course of action.

According to Section C31.5 of the University Handbook, dismissal for cause may be considered at the discretion of the Dean following two successive evaluations or a total of three evaluations in any five-year period in which minimum expectations are not met. The decision to award tenure is not taken lightly, therefore the decision to revoke tenure must receive equal weight.

1 **APPENDIX A**

2 This form is to be used by the faculty member to document his/her annual evaluation materials and by the Director to  
3 evaluate those materials. This document serves as a historical record for the faculty member's post-tenure reviews.  
4  
5

6 **FACULTY ACTIVITY REPORT AND EVALUATION**  
7 **SCHOOL OF INTEGRATED STUDIES**

8 **NAME:**

9 **TITLE and RANK:**

10 **DATE OF PREPARATION OF REPORT:**

11 **REPORTING PERIOD:** January 1 through December 31, \_\_\_\_\_

12 **TIME IN PROFESSIONAL RANKS:** \_\_\_\_\_ years

13 **YEAR JOINED KANSAS STATE UNIVERSITY:**

14 **A. RESPONSIBILITIES DURING EVALUATION PERIOD**

15 Distribution of effort must be jointly agreed upon and signed by the Director and Faculty member. Anticipated percentages  
16 are to be completed at the beginning of the reporting period and generally follow the faculty member's letter of expectation.  
17 Percentages outside the indicated ranges are permissible in unique situations. Percentages to be used in the evaluation are  
18 completed at the end of the reporting period before the evaluation is conducted.  
19

20 **Distribution of Effort**

|              | Tenured/Tenure-Track Range | Non-tenured Range | Anticipated | Actual      |
|--------------|----------------------------|-------------------|-------------|-------------|
| Teaching     | 20 - 80%                   | 60 - 100%         |             |             |
| Scholarship  | 10 - 50%                   | 0 - 30%           |             |             |
| Service      | 10 - 50%                   | 0 - 30%           |             |             |
| <b>TOTAL</b> |                            |                   | <b>100%</b> | <b>100%</b> |

**Faculty Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

21 **For use by the Director.** Sign to indicate your agreement with the distribution of effort.

**Director Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**B. TEACHING**

**a. Course Workload and TEVALs** Complete this table for every course taught during the evaluation period. Add rows as needed.

| Course Number and Name | Section | Course Credits | Faculty Load Credits | Special Circumstances<br>New Prep? UG/G?<br>Distance? Writing? Lab? | # Enrolled | TEVAL Count | TEVAL % | Question 1 ADJ Rating |
|------------------------|---------|----------------|----------------------|---|------------|-------------|---------|-----------------------|
| <b>INTERSESSION</b>    |         |                |                      |   |            |             |         |                       |
|                        |         |                |                      |   |            |             |         |                       |
|                        |         |                |                      |   |            |             |         |                       |
| <b>SPRING</b>          |         |                |                      |   |            |             |         |                       |
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| <b>SUMMER</b>          |         |                |                      |   |            |             |         |                       |
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| <b>FALL</b>            |         |                |                      |   |            |             |         |                       |
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**b. General Self-Assessment**

Give a general narrative reflecting on each course. Questions to consider: How well did it go? How hard was it to teach? Were the facilities adequate? Was student preparation/effort adequate? Was the student load particularly heavy? Was the course administration load (e.g. grading, lab preparation) particularly heavy? What would I do differently and how?

**c. Special Activities and Accomplishments**

Summarize activities and accomplishments including curriculum development activities, new teaching strategies attempted, new pedagogies used, course materials (e.g. lab manuals, rubrics) developed or teaching improvement opportunities (e.g. workshops, peer evaluations) taken. If desired, include sample materials with this report.

1 **For use by the Director.** Evaluate the faculty member's teaching effectiveness with respect to the *Characteristics of an Effective*  
2 *Faculty Member* (Section III.A). Be methodical, comprehensive and fair minded in making your best judgment as to the quality of  
3 the faculty member's teaching. Take into consideration course workload, student workload, TEVALs and other relevant data.  
4 Identify any sources of data that are not in the faculty member's report.  
5

6 Derive a summative appraisal stated in terms of "greatly exceeds expectations," "exceeds expectations," "meets expectations,"  
7 "needs improvement" or "unsatisfactory." Identify the evidence that supports your summative appraisal.  
8

9 **Director's Summative Appraisal of Teaching** \_\_\_\_\_

10 **How determined (not all are required, indicate which most affected your evaluation, as applicable):**

- 11 \_\_\_\_\_ Provides instruction appropriate to the level of the course and the needs of the School
- 12 \_\_\_\_\_ Practices pedagogy appropriate to the discipline and the student audience
- 13 \_\_\_\_\_ Models and facilitates life-long learning
- 14 \_\_\_\_\_ Is knowledgeable about current subject matter
- 15 \_\_\_\_\_ Engages in appropriate course development and improvement so that the course and the instructional materials  
16 used accurately reflect current standards in content and pedagogy
- 17 \_\_\_\_\_ Maintains the course's teaching materials so that they are current, relevant and well-organized
- 18 \_\_\_\_\_ Provides the students with appropriate course information, such as:
  - 19 \_\_\_\_\_ Aims, purposes, goals, or objectives of the course
  - 20 \_\_\_\_\_ Accurate textbook and reading list information, as appropriate
  - 21 \_\_\_\_\_ How the course will be organized (e.g. schedule of dates and topics)
  - 22 \_\_\_\_\_ How the students are to be evaluated
  - 23 \_\_\_\_\_ Instructor contact information
  - 24 \_\_\_\_\_ Information that is required by the university
  - 25 \_\_\_\_\_ Clear expectations
- 26 \_\_\_\_\_ Regularly holds classes as scheduled and make suitable arrangements when absent
- 27 \_\_\_\_\_ Holds regular office hours and consult with students outside class, as appropriate
- 28 \_\_\_\_\_ Arranges for and conducts student evaluation of teaching according to School and university policy
- 29 \_\_\_\_\_ Strives to achieve and maintain respectable student ratings
- 30 \_\_\_\_\_ Practices appropriate classroom and time management
- 31 \_\_\_\_\_ Participates in program and curriculum development, as appropriate
- 32 \_\_\_\_\_ Assesses student performance fairly and in a timely manner
- 33 \_\_\_\_\_ Supports and collaborates with colleagues
- 34 \_\_\_\_\_ Engages in relevant professional growth and development
- 35 \_\_\_\_\_ Other

36  
37 Write a formative appraisal that includes the factors that you deemed most important, the faculty member's strengths and  
38 weaknesses, and suggestions for improvement. **Comments in this section are strictly for the benefit of the faculty member**  
39 **and shall have no bearing on tenure, promotion or reappointment.**  
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41 **Director's Written Formative Appraisal of Teaching:**

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1 **C. SCHOLARSHIP**

2 Summarize activities and accomplishments such as those listed in *Characteristics of an Effective Faculty Member* (Section III.B).  
3 Describe how your activities reflect the quality factors presented in that section or are relevant to your field or assigned  
4 duties. Include supporting materials with this report (e.g. publication reprints, reviews, progress reports, letters of support).

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20 **For use by the Director.** Evaluate the faculty member’s scholarship with respect to the *Characteristics of an Effective Faculty*  
21 *Member* (Section III.B). Be open minded in considering activities that are relevant to the faculty member’s field or assigned  
22 duties. Go beyond bullet counting and make your best judgment as to the quality of the faculty member’s work. Take into  
23 consideration the faculty member’s percent of effort devoted to scholarship, the amount of time and effort required by the  
24 activity and the extent of the faculty member’s contribution. Derive a summative appraisal stated in terms of “greatly exceeds  
25 expectations,” “exceeds expectations,” “meets expectations,” “needs improvement” or “unsatisfactory.” Identify the evidence  
26 that supports your summative appraisal.

27  
28 **Director’s Summative Appraisal of Scholarship \_\_\_\_\_**

29 **How determined (not all are required, indicate which most affected your evaluation, as applicable):**

- 30 \_\_\_\_\_ Contributions to research within one’s field or discipline
- 31 \_\_\_\_\_ Production, exhibition, or performance of creative works
- 32 \_\_\_\_\_ Applying for and receiving competitive grants, awards or contracts
- 33 \_\_\_\_\_ Applying for and receiving non-competitive grants, awards or contracts
- 34 \_\_\_\_\_ Funded or unfunded applied research or design projects
- 35 \_\_\_\_\_ Graduate coursework or advanced academic degrees
- 36 \_\_\_\_\_ Development of new and innovative teaching materials such as textbooks, laboratory manuals, rubrics, software,  
37 web pages, etc.
- 38 \_\_\_\_\_ Development of teaching aids or equipment
- 39 \_\_\_\_\_ Development or adaptation of teaching strategies, techniques and pedagogies
- 40 \_\_\_\_\_ Publication of significant or innovative course or curriculum revisions
- 41 \_\_\_\_\_ Authoring or contributing to works that are traditionally published in non-traditional formats such as electronic or  
42 video publications
- 43 \_\_\_\_\_ Authoring or contributing to works that are not traditionally published but are distributed widely and used by  
44 others
- 45 \_\_\_\_\_ Pedagogical research related to one’s discipline
- 46 \_\_\_\_\_ Active participation in institutes, courses, seminars or workshops to enhance professional or instructional  
47 competency
- 48 \_\_\_\_\_ Active participation in institutes, courses, seminars or workshops related to the faculty member’s discipline or its  
49 pedagogy
- 50 \_\_\_\_\_ Active participation in conferences, conventions and professional meetings
- 51 \_\_\_\_\_ Achieving and maintaining professional licensure, certification or ratings
- 52 \_\_\_\_\_ Active membership in professional societies relevant to the discipline

- 1 \_\_\_\_\_ Engaging in specific self-study or a professional growth plan to enhance professional competency
- 2 \_\_\_\_\_ Work in a professional capacity during the academic year, summer or leave time
- 3 \_\_\_\_\_ Summer employment or sabbatical leave spent on industry or government projects
- 4 \_\_\_\_\_ Consulting for industry or governmental agencies
- 5 \_\_\_\_\_ Delivering invited lectures, papers, speeches or presentations
- 6 \_\_\_\_\_ Acknowledged reviewing of published books
- 7 \_\_\_\_\_ Supervision of graduate theses
- 8 \_\_\_\_\_ Supervision of undergraduate research projects
- 9 \_\_\_\_\_ Other

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11 Write a formative appraisal that includes the factors that you deemed most important, the faculty member's strengths and  
12 weaknesses, and suggestions for improvement.

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14 **Director's Written Formative Appraisal of Scholarship:**

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**D. SERVICE**

Summarize activities and accomplishments such as those listed in *Characteristics of an Effective Faculty Member* (Section III.C). Describe how your activities reflect the quality factors presented in that section. Include supporting materials with this report (e.g. reports, letters of acknowledgement).

**For use by the Director.** Evaluate the faculty member’s service with respect to the *Characteristics of an Effective Faculty Member* (Section III.C). Take into consideration the faculty member’s percent of effort devoted to service, the amount of time and effort required by the activity, its quality, its relevance to the department’s mission and the extent of the faculty member’s contribution. Derive a summative appraisal stated in terms of “greatly exceeds expectations,” “exceeds expectations,” “meets expectations,” “needs improvement” or “unsatisfactory.”

**Director’s Summative Appraisal of Service \_\_\_\_\_**

**How determined (not all are required, indicate which most affected your evaluation, as applicable):**

- \_\_\_\_\_ Professional contributions through service as a committee office holder, board member, elected public official or other administrative responsibility in appropriate scholarly, professional and community organizations
- \_\_\_\_\_ Planning, organizing and/or participating in programs, seminars and workshops that contribute to serving the School’s professional, community and academic constituencies
- \_\_\_\_\_ Dissemination of professional knowledge and other outreach activities that contribute to the discipline or support the general public and constituencies
- \_\_\_\_\_ Serving as a peer reviewer or editor of scholarly and professional works
- \_\_\_\_\_ Judging professional and academic contests related to the School’s mission
- \_\_\_\_\_ Sponsoring and advising student organizations
- \_\_\_\_\_ Administrative duties and committee work on behalf of the university, its units and its faculty governance
- \_\_\_\_\_ Recruitment of students and engaging in promotional activities
- \_\_\_\_\_ Receipt of service awards, honors and grants
- \_\_\_\_\_ Work in service organizations in a professional capacity
- \_\_\_\_\_ Mentoring of new faculty members
- \_\_\_\_\_ Participation in program-level assessment activities
- \_\_\_\_\_ Participation in curriculum evaluation teams such as TAC/ABET or HLC
- \_\_\_\_\_ Providing expert testimony to courts or legislative bodies
- \_\_\_\_\_ Serving as a resource for the media, (including giving interviews, providing information, etc.).
- \_\_\_\_\_ Providing consulting on a voluntary or fee basis.
- \_\_\_\_\_ Engaging the community through projects or mutually beneficial partnerships with local or regional community based organizations, both public and private, in ways that significantly enhance the community or address problems and their solutions.
- \_\_\_\_\_ Other

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Write a formative appraisal that includes the factors that you deemed most important, the faculty member's strengths and weaknesses, and suggestions for improvement.

**Director's Written Formative Appraisal of Service:**

[Empty box for Director's Written Formative Appraisal of Service]

**E. DIRECTOR'S SUMMATIVE EVALUATION**

**For use by the Director.** Complete this table with your summative appraisals of the faculty member's teaching, scholarship and service.

|                    | <b>WEIGHT</b> | <b>RATING</b> | <b>SCORE</b><br><i>weight × rating</i> |
|--------------------|---------------|---------------|--|
| <b>Teaching</b>    |               |               |  |
| <b>Scholarship</b> |               |               |  |
| <b>Service</b>     |               |               |  |
| <b>TOTAL</b>       | <b>100%</b>   |               |  |

WEIGHT

Use the Actual Distribution of Effort from the table in Section A of this report.

RATING

- 5 = Greatly Exceeds Expectations
- 4 = Exceeds Expectations
- 3 = Meets Expectations
- 2 = Needs Improvement
- 1 = Unsatisfactory

**Additional Comments (including Academic Citizenship as per the University Handbook Section C46.1)**

\_\_\_\_\_

Director's Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Faculty Member's Signature

\_\_\_\_\_

Date

The faculty member's signature does not imply agreement with the evaluation but does acknowledge that he/she was provided the opportunity to review and discuss, with the Director, this written evaluation as well as his/her relative standing with respect to merit salary increase in accordance with the University Handbook, Sections C46.3 and C46.4.

Post evaluation comments by the faculty member in accordance with the University Handbook, Sections C46.3, are attached? \_\_\_\_\_ **YES** \_\_\_\_\_ **NO**

\_\_\_\_\_

Dean's Signature

\_\_\_\_\_

Date

## APPENDIX B

This form is to be used by the faculty member to document his/her promotion/tenure materials.

---

### PROMOTION AND TENURE DOCUMENTATION SCHOOL OF INTEGRATED STUDIES

- I. **Cover Sheet**
  - A. **Recommendation by the Director**  
Completed by the Director
  - B. **Recommendation by the Dean**  
Completed by the Dean
- II. **Description of Responsibilities During Evaluation Period**  
Completed by the Director and signed by the candidate
- III. **Statement by Candidate**
  - A. **Candidate's statement of accomplishments**  
One-page summary of why a candidate feels he/she should be promoted/tenured
  - B. **Statement of five-year goals**
- IV. **Teaching Summary**
  - A. **Summary of candidate's teaching activity**
  - B. **Evidence of instructional quality**  
Student ratings, peer evaluations, evaluation of advisement, etc.
  - C. **Other evidence of scholarship and creativity in teaching**
- V. **Summary of Scholarship and Other Creative Endeavors**
  - A. **Candidate's statement of scholarship and creative endeavors**
  - B. **List of publications, presentations, and scholarly works**
  - C. **List of grants and contracts**
- VI. **Service Contributions**  
Two-page summary
- VII. **Cooperative Extension**  
This section is omitted for the School of Integrated Studies
- VIII. **External Letters of Evaluation**  
Two-page summary completed by the Director pursuant to C112.2 and C 152.2, where appropriate.
- IX. **Other Summary Information Considered Pertinent by the College**
- X. **Supporting Documents**
  - A. **Teaching Evaluations**
  - B. **Reprints and/or Manuscripts**
  - C. **Detailed Curriculum Vitae**

**COVER SHEET**

## SECTION I

To be completed by the Director.

Department/unit: **School of Integrated Studies**

A. Name of Candidate: \_\_\_\_\_

B. For tenure: Yes  No  If already tenured, date: \_\_\_\_\_C. For promotion: Yes  No  To rank of: \_\_\_\_\_

D. Current rank: \_\_\_\_\_ Year &amp; Month Received: \_\_\_\_\_

E. Average distribution of assignment:

Research: \_\_\_\_\_

Instruction: \_\_\_\_\_

Service: \_\_\_\_\_

F. Highest degree: \_\_\_\_\_

Date degree was received: \_\_\_\_\_ Institution: \_\_\_\_\_

G. Years of professional experience

prior to KSU: \_\_\_\_\_ at KSU \_\_\_\_\_

H. Years of prior service credited toward tenure consideration: \_\_\_\_\_

I have reviewed the documents contained herein and it contains all of the materials I wish to submit.

Candidate's Signature \_\_\_\_\_

**To be completed by the Director after departmental review:**

| <b>Faculty Recommendation:</b> | <b>Tenure</b> | <b>Promotion</b> |
|--------------------------------|---------------|------------------|
| Number voting yes              |               |                  |
| Number voting no               |               |                  |
| Number abstaining              |               |                  |
| Number absent and not voting   |               |                  |

**Director's recommendation:** Yes  No \_\_\_\_\_  
Director's Signature\_\_\_\_\_  
Date

## DESCRIPTION OF RESPONSIBILITIES DURING EVALUATION PERIOD

### SECTION II

To be completed by the Director and signed by the candidate. Section must include a detailing of the candidate's responsibilities during the period of time under review.

---

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

**CANDIDATE'S STATEMENT OF ACCOMPLISHMENTS**

SECTION III-A

Completed by the candidate justifying why he/she should be granted promotion/tenure. Candidate is to provide a summary of major achievements during the period of time under review. Candidate may include any other information he/she feels is pertinent to the promotion/tenure decision. Summary is limited to one page.

---

**STATEMENT OF FIVE-YEAR GOALS**

SECTION III-B

Completed by the candidate giving his/her five-year goals with respect to teaching, scholarly activity, and service.

Summary is limited to one page.

---

**SUMMARY OF CANDIDATE'S TEACHING ACTIVITY**

SECTION IV-A

Completed by the candidate to summarize his/her teaching activity during the period of time under review. Must include a list of courses taught, and student advising/mentoring, thesis supervision. Candidate may include other examples of productivity that further the teaching mission of the institution. Statement is limited to one page.

---

**EVIDENCE OF INSTRUCTIONAL QUALITY**

## SECTION IV-B

Completed by the candidate to provide evidence of instructional quality. Must include results of student evaluations of teaching during the period of time under review. May include peer evaluations, evaluation of advisement, outcomes of instructional projects, awards, etc. Statement is limited to one page.

---

## **OTHER EVIDENCE OF SCHOLARSHIP AND CREATIVITY IN TEACHING**

SECTION IV-C

Completed by the candidate allowing him/her to provide evidence of scholarship and/or creativity that promote excellence in teaching. Statement is limited to one page.

---

## **CANDIDATE'S STATEMENT OF SCHOLARSHIP AND CREATIVE ENDEAVORS**

### **SECTION V-A**

Completed by the candidate describing his/her achievements in scholarship and creative endeavors. Candidate may include any other context he/she feels is pertinent to the promotion/tenure decision. Statement is limited to one page.

## **LIST OF PUBLICATIONS, PRESENTATIONS, AND SCHOLARLY WORKS**

SECTION V-B

Completed by the candidate listing his/her scholarly works (publications, presentations, etc.) and creative achievements for the evaluation period. Include items developed, submitted, or published/presented/communicated during the time period under review. List is limited to one page.

---

**LIST OF GRANTS AND CONTRACTS**

SECTION V-C

Completed by the candidate listing grants and contracts during the evaluation period. Where appropriate, specify agency, funding level, duration, title, and collaborators. Include items developed, submitted, and/or funded during the time period under review. List is limited to one page.

---

**SERVICE CONTRIBUTIONS**

## SECTION VI

Completed by the candidate describing his/her achievements in service at the, university, college, school, professional, and community levels. A list of committees on which the candidate served must also be provided. Statement and committee listing together are limited to two pages.

---

**EXTERNAL LETTERS OF EVALUATION**

**SECTION VIII**

Completed by the Director, when appropriate, summarizing external letters of evaluation pursuant to C112.2, C 152.2.  
Summary is limited to two pages.

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**OTHER INFORMATION CONSIDERED PERTINENT BY THE COLLEGE**

SECTION IX

Candidate may include any other context he/she feels is pertinent to the promotion/tenure decision. Statement is limited to one page.

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## APPENDIX C

This form is to be used by the Director only for a tenured faculty member and only in the event that the faculty member's annual evaluation yields a summative evaluation score of below 3 (in the range of "Needs Improvement" and "Unsatisfactory." Refer to Section XII.B. of the promotion and tenure document.

---

### CHRONIC LOW ACHIEVEMENT CHECKLIST SCHOOL OF INTEGRATED STUDIES

NAME:

TITLE and RANK:

REPORTING PERIOD: January 1 through December 31, \_\_\_\_\_

#### A. TEACHING

Tenured faculty are expected to demonstrate achievement in each of these categories.

\_\_\_\_\_ Providing instruction appropriate to fulfill the needs of the School

\_\_\_\_\_ Providing adequate course administration for all assigned courses, including:

\_\_\_\_\_ Providing students with an appropriate course syllabus

\_\_\_\_\_ Posting and holding regularly scheduled office hours

\_\_\_\_\_ Meeting classes on a regular basis or ensuring they are adequately covered

\_\_\_\_\_ Timely assessment of student performance

\_\_\_\_\_ Arranging for student evaluation of teaching according to School policy

\_\_\_\_\_ Receiving on average for the evaluation period a minimum adjusted TEVAL score of 2.50 on "overall effectiveness as a teacher"

\_\_\_\_\_ Engaging in appropriate course development and preparation

#### B. SCHOLARSHIP

Tenured faculty are expected to participate in at least one of these categories.

\_\_\_\_\_ College grant activity

\_\_\_\_\_ Publication appropriate to discipline

\_\_\_\_\_ Active participation and/or presentation at a professional conference

\_\_\_\_\_ Attendance at a professional conference and subsequent sharing or application of experiences gained

\_\_\_\_\_ Completion of coursework for academic or professional growth

\_\_\_\_\_ Appropriate course development and/or self-improvement activities

\_\_\_\_\_ Creative contributions to industry, government, and/or professional fields

**C. SERVICE**

Tenured faculty are expected to participate in at least one of these categories.

\_\_\_\_\_ Service on one School, college, or university committee

\_\_\_\_\_ Participation with a professional organization

\_\_\_\_\_ Participation in an outreach or recruitment project for the School

\_\_\_\_\_ Participation in one public service activity that uses the faculty member's knowledge in their job-related field

**Meets Minimum Acceptable Level of Productivity? \_\_\_\_\_ YES \_\_\_\_\_ NO**

If the finding is NO, the Director and the faculty member must sign and date this document below. The faculty member's signature does not imply agreement with it. The faculty member has 30 days from the date of his/her signature to provide additional written evidence of professional activity or evidence that his/her duties were inequitable. See Section XII.B. of the promotion and tenure document.

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Date