

DEPARTMENT OF INTERIOR ARCHITECTURE AND INDUSTRIAL DESIGN

ANNUAL EVALUATION GUIDELINES

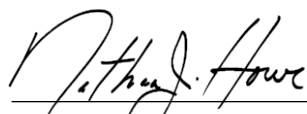
(Revised and Approved by Faculty Vote May 2025)

PROMOTION AND TENURE GUIDELINES

(Revised and Approved by Faculty Vote May 2025)

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES *(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): May 2030

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES*: May 2030



Nathan Howe, Department Head

Date signed: 05/20/25



Michael McClure, Dean

Date signed: 5/23/2025



Jesse Perez Mendez, Provost and Executive Vice President

Date signed: 10/2/2025

*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.

Table of Contents

I	Introduction	pg. 2
II	Individualized Assignments & Appointment Categories	pg. 3
	IIA Individualized Assignments	pg. 3
	II.B Faculty Appointment Categories of Responsibilities	pg. 3
III	Annual Evaluation Process and Guidelines	pg. 5
	III.A Annual Evaluation Guidance	pg. 5
	III.B Annual Evaluation Self-Report and Professional Forecast	pg. 7
	III.C Schedule of Annual Evaluation	pg. 8
	III.D Evaluation Scale and Salary Increases	pg. 8
	III.E Guidelines for Minimum Yearly Expectations & Low Achievement	pg. 9
IV	Reappointment Processes	pg. 10
	IV.A Faculty on Probationary Appointments	pg. 10
	IV.B Faculty on Non-Tenure Track Faculty	pg. 13
V	Mid-Tenure and Tenure Process	pg. 14
	V.A Mid-Tenure Review	pg. 14
	V.B Tenure Review	pg. 15
VI	Promotion	pg. 19
	VII.A Promotion to Associate with Tenure	pg. 19
	VII.B Promotion to Professor	pg. 19
	VII.C Promotion for Non-Tenure Track Faculty Ranks	pg. 21
VII	Professorial Performance Award	pg. 25
	VII.A Purpose	pg. 25
	VII.B Criteria	pg. 25
	VII.C Procedures	pg. 25
VIII	Post-Tenure Review	pg. 27
	VIII.A Purpose	pg. 27
	VIII.B Procedures	pg. 27
IX	Appendices	pg. 28
	Appendix A Evaluation Activities and Documentation: Teaching	pg. 29
	Appendix B Evaluation Activities and Documentation: RSCAD	pg. 31
	Appendix C Evaluation Activities and Documentation: Service	pg. 34
	Appendix D Evaluation Activities and Documentation: Collegiality	pg. 36
	Appendix E Departmental Forms and Documentation Guidelines	pg. 37
	Appendix F Evidence for Low Achievement	pg. 48
	Appendix G Revision and Approval History of the Department of Interior Architecture & Industrial Design Faculty Policy and Procedures	pg. 50

I Introduction

In accordance with the University Handbook, this document guides the evaluative procedures for the faculty and staff of the Department of Interior Architecture and Industrial Design within the College of Architecture, Planning, and Design (APDesign). The Department of Interior Architecture and Industrial Design is comprised of distinct yet related fields of design: Interior Design, Interior Architecture, Industrial Design, and Furniture Design. As such, the department benefits from the diverse academic and professional cultures represented by faculty and students in the department and the range of outcomes that result from this diversity. While each area is distinct, there are many commonalities, and each area is respected and valued by faculty and professional staff in the department. The department is united in the belief that we can empower individuals to lead healthier and more meaningful lives through design that meets people's needs, ultimately shaping human behavior and fostering overall well-being.

The Department of Interior Architecture and Industrial Design offers a Bachelor of Science in Interior Design, along with two graduate programs: a Master of Interior Architecture and a Master of Industrial Design. Graduate students within the department may also pursue a Graduate Certificate in Furniture Design. The department offers a minor in industrial design, which is open to the larger university. All programs are accredited by the National Association for Schools of Art and Design (NASAD). In addition, the Interior Design and Interior Architecture programs are accredited by the Council for Interior Design Accreditation (CIDA). Building on this foundation of diverse expertise and rigorous accreditation, the department fosters an environment where innovative teaching, impactful research, and dedicated service converge to enrich the educational experience for all learners.

In this document, the terms 'The Department', or 'department' will refer to the Department of Interior Architecture and Industrial Design. The term 'program' will denote the programs within the department, Interior Architecture, Interior Design, Industrial Design, and Furniture Design. The term 'faculty' will denote the faculty members of the Department of Interior Architecture and Industrial Design, irrespective of their appointment status. Additionally, 'professional staff' will indicate the professional staff of the department unless stated otherwise. The University Handbook (UH) is referenced throughout the document.

There are seven types of review addressed in this departmental document:

1. Annual evaluation for tenured faculty and non-tenure track faculty on term appointments. See section [C40 of the University Handbook](#)
2. Reappointment evaluation for faculty on probationary appointments. See section [C50.1 – C56 of the University Handbook](#) for specific information.
3. Tenure review, which includes a mid-tenure review requirement. See section [C70 – C116.2 of the University Handbook](#) for additional information.
4. Review for promotion in rank. See section [C120 – C156.2 of the University Handbook](#) for additional information.
5. Professorial Performance Award review, which is described in section [C49.1-C49.14 of the University Handbook](#).
6. Post-Tenure review, which is described in [Appendix W of the University Handbook](#).
7. Note: Staff annual evaluation is described in College of Architecture, Planning, and Design Dean's Office Document

II Individualized Assignments & Appointment Categories

II.A Individualized Assignments

Faculty and staff bring unique strengths to the department, leading to varied assignments in teaching, RSCAD, service, and other duties. These assignments are tailored based on individual strengths, career stages, departmental needs, and salary sources. Faculty assignments are negotiated annually with the department head. However, the department head or faculty member may request an adjustment to these ratios and expectations during the year if unforeseen opportunities, constraints, or obligations arise, with considerations given to career stage and professional context (e.g., new hires, sabbaticals, or leaves).

Faculty appointments include three domains—1) Teaching, 2) Research, Scholarship, Creative Activity, and Discovery (RSCAD), and 3) Service. See Figure 1 for a chart showing examples of faculty appointment types and expected ranges of appointment percentages in the category of responsibility. Further information describing allowable appointment types can be found in section [C10](#) of the University Handbook.

Faculty Appointment Type	Teaching	RSCAD	Service
Assistant/Associate/Full Professor (probationary or tenured)	70%	20%	10%
Instructor/ Advanced Instructor/ Senior Instructor (term)	90%	0%	10%
Assistant/Associate/Full Teaching Professor (term)	90%	0%	10%
Assistant/Associate/Full Professor of Practice (term)	90%	0%	10%
Assistant/Associate/Full Research Professor (term)	40%	50%	10%

Figure 1 – Examples of Typical Appointment Types and Possible Assignment Percentages,

II.B Faculty Appointment Categories of Responsibilities

Faculty contributions are essential for achieving departmental goals and are categorized into three domains: Teaching ([C2](#)), RSCAD ([C3](#)), and Service ([C6](#)). Professional development activities ([C30.3](#)) and collegiality ([C46.1](#)) are expected to support knowledge transfer, departmental well-being, and effective collaboration.

II.B.1 Teaching (refer to [Appendix A](#))

A typical 70% teaching assignment is generally 16 credit hours per year, or two courses per semester of a nine-month academic year appointment. Faculty teaching within the Furniture Design course sequence may be assigned up to 18 credit hours per year. Teaching percentages can be adjusted in consultation with department head, any adjustments are negotiated annually during the annual evaluation. A Different Allocation of Workload (DAW), outside of the typical range as defined by APDesign Workload Policy, may be proposed by either a faculty or the Department Head, and needs to be approved in writing with accompanying rationale.

II.B.2 Research, Scholarship, Creative Activity, and Discovery (RSCAD) (refer to [Appendix B](#))

RSCAD appointments typically account for 20% of a faculty's nine-month academic appointment, though exceptions may occur when external funding supports higher percentages. In such cases, the percentage allocation is negotiated annually with the department head. A course release, generally up to the equivalent of one course per semester, adjusts the balance by reducing teaching and increasing scholarship/ RSCAD by the same proportion.

II.B.3 Service (refer to [Appendix C](#))

Typically, service appointments are 10 – 15% of the nine-month academic year appointment. Occasionally, there are circumstances in which obligations in any category (teaching, RSCAD, or service) may exceed typical faculty members' assignments. When this is the case, the percentages appointed will be adjusted in the academic appointment.

II.B.4 Collegiality (refer to [Appendix D](#))

Collegiality is expected of all faculty members and professional staff and will be assessed in all reviews addressed in this departmental document, including evaluations for merit salary adjustments, reappointment, tenure, promotion, professorial award, and post-tenure.

All faculty and professional staff members in the department should be allowed to bring their authentic self to work and to have the freedom to express different perspectives without bias or judgement. All faculty and professional staff members within the department are expected to provide constructive participation in self-governance within the boundaries of professionalism and respect toward everyone in the department. An excellent work environment can only be achieved if all faculty and professional staff members feel fully engaged, heard, and respected when offering differing positions or opinions.

III Annual Evaluation Process and Guidelines

The Department of Interior Architecture and Industrial Design is committed to advancing knowledge and to positively contributing to both the public good and the professions it serves. Faculty members support this mission through Teaching, Research, Scholarly and Creative Activities (RSCAD), and Service. Faculty are expected to fulfill their responsibilities in ways that enhance the excellence of the department, college, and university. To ensure continued progress and excellence, the Department conducts annual performance evaluations, which support faculty growth and development and inform decisions regarding salary adjustments, reappointment, promotion, and tenure.

The department head is responsible for evaluating faculty members and professional staff annually based on their performance relative to the expectations established for the evaluation period. The department has chosen the 12-month period from August 1 through July 31 for evaluation.

III.A Annual Evaluation Guidance

Faculty evaluations in the department include several distinct processes: Annual Evaluations, which serve as the basis for merit awards when available (Section III); Reappointment Reviews, conducted for probationary, tenure-track faculty and term, non-tenure-track faculty (Section IV); Mid-Tenure Reviews and Promotion and Tenure Reviews, applicable to tenure-track faculty (Section V); Promotion Reviews, which assess both tenured and non-tenure-track faculty for advancement (Section VI); and the Professorial Performance Award review, designated for full professors (Section VII). Annual evaluations are related to, but distinct from Guidelines for Minimum Yearly Expectations and Low Achievement (Section III.E) and Post Tenure Review (Section VIII).

All evaluation processes apply consistent performance criteria based on faculty expectations established at hiring, including any formally approved adjustments to faculty roles. These criteria align with departmental, college, and university standards as outlined in the University Handbook ([C31.3](#)).

III.A.1 Evaluation of Teaching Performance

High quality instructional performance by faculty is fundamental to attaining a national reputation for educational programs in their disciplines and contributes to overall excellence in the department, college, and university. Section [C2 of the University Handbook](#) defines teaching as efforts to assist undergraduate and graduate students, or external stakeholders in gaining knowledge, understanding, or proficiency; for example, planning and teaching courses, advising undergraduates, or supervising graduate students.

Teaching performance is exceptionally complex and cannot be evaluated adequately based on a single source of information, thus the department head will use the following sources to evaluate instruction: 1) the standardized, university approved student evaluations of teaching (i.e. TEVALs), 2) self-assessment provided by the faculty member including supplemental documentation of evidence of teaching effectiveness, and 3) other evidence indicating whether the faculty member followed established university and departmental policies in managing their instructional responsibilities. Refer to [Appendix A](#).

III.A.2 Evaluation of RSCAD Performance

High quality RSCAD is fundamental to attaining a national reputation in the field and academic excellence in a land-grant university. Excellent faculty members maintain consistent RSCAD programs focused in a particular area(s) and regularly engage in a variety of rigorous RSCAD activities.

RSCAD productivity is assessed in accordance with individual appointments and areas of responsibility that might impact outcomes in RSCAD productivity. Individuals having higher percentages of RSCAD appointments are expected to exhibit proportionately more productive RSCAD programs than those having smaller percentage appointments. In addition, stage of career, working with graduate students, being assigned the assistance of GTAs, GRAs, and undergraduate student assistants, and the type or method of RSCAD may have an impact on the quantity of accomplishments each faculty member produces each year. For these reasons, the evaluation of productivity must be based on the established expectations.

Faculty members are not expected to engage in all types of RSCAD. However, faculty members should choose RSCAD activities that meet the levels of rigor expected in their own professional field, and make significant contributions to the department, college, university, and discipline or profession. In addition, a faculty member should be able to demonstrate (over time) that their RSCAD activities have focus and coherence (through either depth or breadth) and that the faculty member is achieving recognition as an expert in their focus area. Finally, it is the responsibility of the faculty member to document the significance and impact of the scholarship accomplished relative to the percentage of time assigned.

Ultimately the evaluation of faculty productivity requires the department head to consider factors such as stage in career and both quality and quantity of RSCAD work. However, quantification comparisons between diverse scholars in diverse disciplines are difficult and the department head will be expected to use discretion rather than simply counting and totaling accomplishments as the basis for evaluation. Refer to [Appendix B](#).

III.A.3 Evaluation of Service Performance

Excellence in Service can be evidenced by leadership and/or a high degree of participation. The amount and nature of the faculty's service contributions are likely to differ as a function of the individual's skills, interests, and stage in career development. However, all faculty are expected to participate in 1) institutional committees and activities at various levels and are strongly encouraged to participate in 2) professional organizations related to their field. Faculty may also document and be evaluated on public service activities directly related to their academic areas of expertise and thus qualify as outreach. The department head will evaluate service performance. Refer to [Appendix C](#).

III.A.4 Evaluation of Collegiality

Collegiality refers to the commitment and ability of a faculty member to work effectively and respectfully with others in achieving the goals of the department. The department sees collegiality as engagement, involvement, open-mindedness, and willingness to express differences of opinion, or viewpoint, in ways that constructively resolve challenges without diminishing others. Creativity and new ideas are encouraged. Creating an opportunity to learn from our diverse perspectives and make better decisions

through shared dialog. Ultimately to establish a collegial culture that is encouraging and supportive. Collegiality will carry weight in every annual evaluation. Refer to [Appendix D](#).

III.A.5 Evaluation of Professional Staff Performance

Excellence in performance of duties assigned will be as indicated in the position description for each professional staff member's appointment. The processes and procedures for evaluation are administered at the college level. The department head will seek input from relevant program directors as part of the review process.

III.B Annual Evaluation Self-Report and Professional Forecast

Faculty and staff submit a self-report detailing their activities for the academic year. Figure 2 outlines the required documentation based on appointment type. The self-report template, titled Annual Evaluation Part 1: Self-Report & Professional Forecast, is available in [Appendix E](#). This template, along with Appendices B–E, provides guidance on the required evidence for each category and specifies whether it should be included in the Self-Report or placed in the Supporting Evidence folder within the department's digital archive. The Professional Forecast looks ahead to the goals for the coming year with requirements varying by appointment type. Refer to Appendices A - D for a detailed outline of required evidence and submission guidelines.

Appointment Type	Self-report	Professional Forecast
Tenured Faculty	Self-report (Appendix E) detailing Teaching, RSCAD, and Service activities, including university-approved teaching evaluations, syllabi, student work examples, and relevant reappointment/promotion documentation.	Summary of goals for (Teaching, RSCAD, Service, and Professional Development), which is drafted by the faculty member and finalized in consultation with the department head.
Non-Tenure-Track	Self-report (Appendix E) detailing Teaching and Service activities, including university-approved teaching evaluations, syllabi, student work examples, and relevant reappointment/promotion documentation. RSCAD productivity may be included depending on appointment type.	Summary of goals provide Teaching and Professional Development objectives aligned with their offer letter, also finalized in collaboration with the department head. Goals related to RSCAD may be included depending on appointment type.
Tenure-Track Faculty	Submission of an Academic Portfolio (Appendix E), replacing the standard self-report and professional forecast.	

Professional Staff	Refer to College of Architecture, Planning and Design, Dean's Office Document	Refer to College of Architecture, Planning and Design, Dean's Office Document
--------------------	---	---

Figure 2 – Annual Evaluation Self-Report and Professional Forecast Documentation by Appointment Type.

III.C Schedule for Annual Evaluation

The schedule and requirements for the annual evaluation procedure are as follows:

MID-JULY

Department head will distribute reminder of annual evaluation.

MID-SEPTEMBER

Each faculty and staff member in the department will submit their evaluation materials.

MID-FEBRUARY

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

MID-MARCH

Department head forwards their written evaluations and summary numerical ratings for merit salary increases to the Dean.

III.D Evaluation Scale and Salary Increases

Faculty members will be evaluated in Teaching ([Appendix A](#)), RSCAD ([Appendix B](#)), Service ([Appendix C](#)), and Collegiality ([Appendix D](#)) using a four-point scale. These assessment categories are described in the evaluation forms found in [Appendix E](#). A Summary Evaluation score will be calculated as a weighted average reflecting the percentage of each assignment. Categories for numerical evaluation are shown in Figure 3 below.

Departmental Classification	Range of Points for Each Classification
Exceeded expectations	3.50-4.00
Met expectations	2.80-3.49
Fallen below expectations but has met minimum-acceptable levels of productivity	1.90-2.79
Fallen below minimum-acceptable levels of Productivity	1.00-1.89

Figure 3. Department of Faculty and Professional Staff Rating System

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

- A rolling three-year average (or as many available if less than three years) of recorded Summary Evaluation scores will form the basis for merit-based salary increases.

- Faculty will be divided into three tiers (top, middle, and lower) based on these averages. Higher tiers will receive greater merit-based salary increases.
- The department head will also evaluate each faculty member's level of Collegiality according to three categories of evaluation: exceeded expectations, met expectations, fallen below expectations.

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

III.E Guidelines for Minimum Yearly Expectations and Chronic Low Achievement

Faculty members are evaluated on their performance in Teaching, RSCAD, Service, and Collegiality, with the emphasis varying among individuals based on agreements with their department head and dean. While faculty may choose to focus on specific areas, such as instructional innovation, scholarly contributions, or professional practice, concentrated effort in one area does not exempt faculty from contributing to the overall growth and mission of the department.

Chronic Low Achievement is addressed in Sections C31.5 through C31.8 of the [University Handbook](#). Within the Department, the assessment of faculty performance by the department head during the annual evaluation process uses a rating scale that is consistent with the one described in C31.8 of the [University Handbook](#).

III.E.1 Criteria for Low Achievement

In accordance with section C31.5 of the [University Handbook](#), tenured faculty who in any year earn an overall annual evaluation of Fallen below minimum-acceptable levels of productivity will receive written notice from the department head that suggests actions to improve the performance of the faculty member. In subsequent annual evaluations, the faculty member will report on activities aimed at improving performance and any evidence of improvement. The names of faculty members who fail to meet minimum standards for the year following the Department Head's suggested course of action will be forwarded to the Dean. If the faculty member has two successive evaluations or a total of three evaluations in any five-year period in which minimum standards are not met, then "dismissal for cause" will be considered at the discretion of the Dean ([C31.5](#)). If this decision is made, standards for notice of non-reappointment apply ([University Handbook, Appendix A](#)). Refer to Appendix F for additional information on indicators and evidence of Low Achievement.

IV Reappointment Processes

IV.A Faculty on Probationary Appointments

Probationary faculty (those on tenure-track but not yet tenured) must be reviewed annually for reappointment (University Handbook C50.1-C66). Beginning in the first contract year and continuing each year, all probationary faculty are evaluated annually for reappointment by the department's tenured faculty, regardless of rank. These evaluations serve two purposes: (1) as a means of determining whether a probationary faculty member will be reappointed or not, and (2) as a means of providing feedback regarding the faculty member's performance relative to the department's criteria and standards for tenure.

IV.A.1 Mentoring

The Department encourages mentoring partnerships between probationary and tenured faculty. The mentor is expected to support the probationary faculty member's acclimation to departmental and university procedures and to advise on progress toward tenure and advancement in rank. While a formal mentor-mentee relationship is not required, probationary faculty who wish to establish one should consult with the Department Head to identify a suitable mentor or inform the department head of the mentor they have chosen.

In addition to the formal mentor-mentee relationship, the department views mentoring as a shared responsibility. The full faculty, and in particular tenured faculty, are expected to contribute to the integration and growth of probationary colleagues by offering guidance, support, and opportunities for collaboration. This collective approach reflects the department's commitment to fostering a collegial and supportive environment that promotes the success of all faculty members.

IV.A.2 Annual Documentation Requirements for Reappointment of Faculty on Probationary Appointments

All probationary faculty should format their documentation into an Academic Portfolio using the Guidelines for the Organization and Format of Tenure and Promotion Documentation at Kansas State University, (refer to [Appendix E](#)). Also available online: [K-State Provost Promotion Guidelines](#). The Academic Portfolio should be comprised of multiple .pdf binders.

The following binder organization is suggested:

- Binder 1 – Sections I-IX Summary. The narratives described in sections I-IX act as a summary and should be a single .pdf binder.
- Binder 2 – Section X. Supporting Documents, a. Teaching Materials: Include teaching evaluations (TEVAL) for the last three years and all teaching related supporting materials (syllabi, student outcomes, etc.). Refer to [Appendix A](#).
- Binder 3 – Section X. Supporting Documents, b. RSCAD: Include all RSCAD supporting materials. Refer to [Appendix B](#).
- Binder 4 – Section X. Supporting Documents, c. Service and Other Materials: Include all supporting materials for Service and any other pertinent documentation not included elsewhere. Refer to [Appendix C](#).
- Binder 5 – Section X. Supporting Documents, d. Detailed Curriculum Vitae

The outline below describes the typical academic portfolio content and timeline for most probationary faculty; specific circumstances may require adjustments. Each program will select one member of the tenured faculty to act as P&T Co-chair for the process outlined below. It is the responsibility of each program's P&T Co-chair to represent the ways the program's tenure-track faculty member's performance in all areas contributes to their program's goals.

Contract Year 1: Initial Reappointment Review – Probationary faculty submits a full academic portfolio that presents content exclusively from the prior fall semester.

MID-JANUARY

The candidate submits an Academic Portfolio in PDF binder format to the Department Head by mid-September.

FIRST WEEK IN FEBRUARY

After a review period of no less than 14 days, the P&T Chair convenes a meeting of eligible faculty — including the department head as a non-voting participant — to discuss each candidate's reappointment. Tenured faculty members are required to evaluate each candidate for reappointment against the annual evaluation criteria and record their vote and comments on the [Faculty Recommendation Form](#), sign it, and submit it to the P&T Co-chair for their program within two business days of the reappointment meeting. Within 5 business days after receipt of the faculty recommendations and comments the P&T Co-chair will prepare a consolidated summary of the recommendations.

All tenured faculty review and propose clarifications of the summary before the P&T Co-chair submits it, along with the voting results, to the department head. The department head redacts ballot signatures, and then follows the procedures outlined in University Handbook [C53.3](#). Their recommendation is based on faculty input and all relevant materials, including the candidate's academic portfolio and annual evaluations. If the recommendation differs from the faculty vote, the department head must provide a written explanation to the Dean.

Contract Years 2, 4, & 5: Annual Reappointment Review – Probationary faculty submits complete Academic Portfolio, that presents content exclusively from the prior academic year. Additionally, per the University Handbook, section [C53.1](#) a “cumulative record of written recommendations and accompanying explanations forwarded to the candidate from previous reappointment meetings, and any written comments from relevant individuals outside the department will also be made available to the eligible faculty (see [C53.2](#)).”

MID-SEPTEMBER

The candidate submits an Academic Portfolio in PDF binder format to the department head by mid-September.

FIRST FRIDAY OF OCTOBER

Documents are made available to tenured faculty for review for a period of no less than 14 days.

MID-OCTOBER

The P&T Co-chairs convene a meeting of eligible faculty, including the department head as a non-voting participant, to discuss each candidate's reappointment. During this reappointment meeting, it is the responsibility of the tenured faculty within each program area to represent the ways the program's probationary faculty member's performance in all areas contributes to their program's goals. Tenured faculty members are required to evaluate each candidate for reappointment against the annual evaluation criteria and record their vote and comments on the [Faculty Recommendation Form](#), sign it, and submit it to the P&T Co-chair for their program within two business days of the reappointment meeting. Within 5 business days after receipt of the faculty recommendations and comments the P&T Co-chair will prepare a consolidated summary of the recommendations.

All tenured faculty review and propose clarifications of the summary before the P&T Co-chair submits it, along with the voting results, to the department head. The department head redacts ballot signatures, and then follows the procedures outlined in University Handbook [C53.3](#). Their recommendation is based on faculty input and all relevant materials, including the candidate's academic portfolio and annual evaluations. If the recommendation differs from the faculty vote, the department head must provide a written explanation to the Dean.

Contract Year 3: Mid-Tenure Review – Probationary faculty submits complete Academic Portfolio, that presents comprehensive content from the preceding two years. (Refer to Section V for timeline and procedures.)

Contract Year 6: Tenure Review – Probationary faculty submits complete Academic Portfolio, that presents comprehensive content from the preceding five years. (Refer to Section V for timeline and procedures.)

Probationary faculty receive notice of reappointment or non-reappointment according to the following schedule:

- First-year faculty: Notified by March 1 of the first year.
- Second-year faculty: Notified by December 15 of the second year.
- After two or more years of service: Faculty must receive 12 months' notice of non-reappointment. For example, a third-year faculty member would be notified at the end of the third year if not reappointed for a fifth year.

IV.A.3 Criteria for Reappointment of Probationary Faculty

Eligible faculty members reviewing the documents will consider the following:

- Effectiveness of teaching as evidenced by student evaluations, course materials, awards, and other evidence as identified in [Appendix A](#).
- Accomplishments and trajectory of RSCAD as evidenced by the quantity, quality, and significance of a focused body of work including evidence as identified in [Appendix B](#).
- As appropriate to appointment, contributions to service as identified in [Appendix C](#).
- Evidence of collegiality as defined in [Appendix D](#).

IV.B Faculty on Non-Tenure Track Appointments

Non-tenure track faculty members may be recruited, hired, and appointed into regular or term positions (University Handbook [C10](#)). Faculty members on non-tenure-track appointments such as Professor of Practice (C12.3), Teaching Professor ([C12.4](#)), and Instructors ([C12](#)), will be reviewed annually following the process outlined in Section III: Annual Evaluation Process and Guidelines and in accordance with the University Handbook ([C](#)). Reappointment of non-tenure-track faculty is at the discretion of the department head with feedback from the non-tenure track faculty member's program director, based on the outcome of the annual review and alignment with departmental needs and priorities.

V Mid-Tenure and Tenure Review Guidelines

V.A Mid-Tenure Review

The University Handbook requires a formal review of the tenure-track faculty member midway through their probationary period ([C91-92.4](#)). Unless otherwise stated in the faculty member's contract, the mid-probationary, or mid-tenure, review will take place during the third year of appointment. The mid-tenure review is designed to give the probationary faculty member substantive feedback from tenured departmental faculty colleagues, the college committee on promotion and tenure, and administrators regarding their accomplishments relative to departmental tenure criteria. A positive mid-tenure review does not ensure that tenure will be granted in the future, nor does a negative review mean that tenure will be denied.

V.A.1 Documentation Requirements

The documentation for the Mid-Tenure Review follows the Academic Portfolio format outlined in Section IV.A.1, Annual Documentation Requirements for Reappointment of Faculty on Probationary Appointments. For the Mid-Tenure Review, probationary faculty submit a comprehensive Academic Portfolio that includes materials from the preceding years of the probationary appointment, typically encompassing two years of content. Refer to [Appendix E](#) for formatting guidelines, also available online: [K-State Provost Promotion Guidelines](#). External review during the Mid-Tenure Review is optional. If elected, the process outlined in Section V.B.1 will apply.

V.A.2 Process and Procedures

In accordance with University Handbook ([C92.2](#)) procedures for the mid-probationary review are similar to procedures for the tenure review and are established by the departmental faculty in consultation with the department head and the Dean. The process and procedures for the mid-tenure review align with the annual reappointment process and serve in place of the standard review for that year. Each program will select one member of the tenured faculty to act as P&T Co-chair for the process outlined below. It is responsibility of each program's P&T Co-chair to represent the ways the program's tenure-track faculty member's performance in all areas contributes to their program's goals.

MID-SEPTEMBER

Candidate submits documentation to the department head.

FIRST FRIDAY OF OCTOBER

Documents are made available to tenured faculty for review for a period of no less than 14 days.

MID-OCTOBER

Tenured faculty members are required to discuss mid-tenure evaluation record their vote and comments on the [Eligible Faculty Form for Mid-Tenure Review](#), sign it, and submit it to the P&T Chair within two business days of the reappointment meeting. Within five business days after receipt of the faculty recommendations and comments the P&T Chair will prepare a consolidated summary of the recommendations. All tenured faculty review and propose clarifications of the

summary before the P&T Chair submits it, along with the voting results, to the department head. The department head redacts the ballot signatures and then follows the procedures outlined in University Handbook [C53.3](#). Department head's letter and all relevant materials, including the candidate's academic portfolio and annual evaluations are forwarded to the Dean. Dean forwards letter to the College Promotion and Tenure Committee.

MID-NOVEMBER

College Promotion and Tenure Committee reports its findings to the Dean.

ONE WEEK AFTER COLLEGE PROMOTION & TENURE COMMITTEE REPORT TO DEAN

Dean notifies candidate and department head of college and dean's evaluation.

EARLY DECEMBER

The department head meets with the candidate to discuss the review and assessment.

V.A.3 Evaluation Criteria

Eligible faculty members reviewing the documents will consider the following:

- Effectiveness of teaching as evidenced by student evaluations, course materials, awards, and other evidence as identified in [Appendix A](#).
- Accomplishments and trajectory of RSCAD as evidenced by the quantity, quality, and significance of a focused body of work including evidence as identified in [Appendix B](#).
- As appropriate to appointment, contributions to service as identified in [Appendix C](#).
- Evidence of collegiality as defined in [Appendix D](#).

V.B Tenure Review

The University Handbook requires a formal review of the tenure-track faculty member hired at the rank of assistant professor at the beginning of their sixth year of employment ([C82.2](#)). After the evaluation process is complete, the faculty member will be notified whether they will be granted tenure at the beginning of the seventh year of employment or whether the seventh year of employment will constitute the terminal year of appointment at K-State.

Faculty hired at the rank of associate professors or above without tenure are evaluated for tenure at the start of their fifth year and notified whether they will receive tenure at the beginning of the sixth year or if that year will be their final appointment at K-State (University Handbook, [C82.3](#)). Faculty on probationary appointments may be considered for early tenure if they meet the required criteria before the standard timeline. Since tenure review can occur at any time during the probationary period, no credit is given for prior service outside K-State (University Handbook, [C82.4](#)).

In special cases, probationary faculty may request a one-year extension of the tenure clock (University Handbook, [C83.1](#)). Faculty in their final probationary year will automatically undergo tenure review unless they resign.

V.B.1 Documentation Requirements

For the Tenure Review, faculty submit a comprehensive Academic Portfolio that summarizes their accomplishments in the areas outlined in their appointment, typically covering work completed over the five years preceding the review. The documentation for tenure follows the Academic Portfolio format outlined in [Appendix E: Guidelines for the Organization and Format of Tenure and Promotion Documentation at Kansas State University](#), also available online: [K-State Provost Promotion Guidelines](#).

V.B.2 Process and Procedures

Promotion: Promotion to Associate Professor is often granted simultaneously with tenure. (Refer to Section VI.A)

External Review: During the Tenure Review process, the documents are required to be submitted for external review. External reviewers are recognized as leaders in the candidate's discipline or profession who will be asked to discuss the candidate's job performance relative to scholarly contributions to the discipline, specifically, including the candidate's expertise and impact. Outside reviewers are not expected to evaluate the quality of instruction or service, but may find it helpful to know the candidate's other obligations and accomplishments to give perspective to the whole of the candidate's productivity.

For the external review process, a list of three possible reviewers will be prepared by the candidate and a list of three will be prepared by the Department Head in consultation with the candidate's program director. The Department Head will select three reviewers (at least one reviewer from each list) to send a letter, the candidate's vita, and other supporting materials, and solicit their review of the candidate's achievements and credentials.

If an external expert declines the request to review the candidate's credentials, another reviewer will be selected from the candidate's list or the Department Head's list. If necessary, because potential external reviewers decline, additional reviewers will be solicited by the Department Head. According to the University's Handbook ([C36.2](#)), comments from a candidate's research partners, major professor, or graduate school classmates are generally less persuasive and should not be solicited.

The final selection of reviewers will remain anonymous to the candidate. The Department Head takes responsibility for forwarding the candidate's materials and gathering the reviews and letters. The reviewers will be provided with a copy of the departmental criteria for granting tenure and informed of the proportion of time devoted by the candidate to each category during the tenure-track period. Supporting materials should be determined by the faculty member in consultation with the Department Head. The materials sent for external reviews are typically the full documentation for promotion and tenure required of the candidate by the university. The candidate will not be permitted to see the external reviews.

Schedule: In the year a faculty member is being reviewed for tenure, the annual evaluation and reappointment review will use the same documents as the tenure review and submission of the documents will follow the schedule of tenure review assigned by the university and college. Each program will select one member of the tenured faculty to act as P&T Co-chair for the process outlined below. It is responsibility of each program's P&T Co-chair to represent the ways the program's tenure-track faculty member's performance in all areas contributes to their program's goals.

MID-JULY

Candidate submits a draft of the Academic Portfolio to department head in electronic format.

MID-AUGUST

Candidate submits the Academic Portfolio to the Department Head. The University Handbook ([C92.3](#)) indicates that comments also may be solicited from students, and other relevant faculty members in the college or university, and from outside reviewers.

BY THE THIRD WEEK OF AUGUST

Materials for review are provided to external reviewers by the Department Head.

FIRST FRIDAY OF OCTOBER

Documents, including external review letters, are made available to tenured faculty for review for a period of no less than 14 days.

MID-OCTOBER

The P&T Chair calls together the tenured departmental faculty (including the Department Head who is a non-voting participant) to discuss and vote on the candidate's application for tenure (at least 14 days after documents made available to faculty).

Tenured faculty members are required to discuss tenure evaluation record their vote and comments on the [Eligible Faculty Form for Tenure and Promotion to Associate](#), sign it, and submit it to the P&T Chair within two business days of the reappointment meeting. Within five business days after receipt of the faculty recommendations and comments the P&T Chair will prepare a consolidated summary of the recommendations. All tenured faculty review and propose clarifications of the summary before the P&T Chair submits it, along with the voting results, to the department head. The Department Head then follows the procedures outlined in University Handbook [C53.3](#).

EARLY NOVEMBER (IN ALIGNMENT WITH UNIVERSITY MASTER CALENDAR)

Department's promotion/tenure recommendations are forwarded to the Dean. Department Head's recommendations are forwarded to the Candidates. Dean forwards documents to College Promotion and Tenure Committee. Refer to Provost's Master Calendar for yearly dates.

BY EARLY DECEMBER

College Promotion and Tenure Committee reports its findings to the Dean.

APPROX. ONE WEEK LATER

Dean notifies candidate and Department Head of College and Dean's recommendations. Candidates may withdraw within seven calendar days.

BY MID-DECEMBER

Dean submits promotion/tenure materials and recommendations of those candidates who have not withdrawn for review to the Deans Council.

V.B.3 Evaluation Criteria

Eligible faculty members reviewing the documents will consider the following:

- Outstanding and innovative Teaching as evidenced by student evaluations, course materials, awards, and other evidence as identified in [Appendix A](#).
- Outstanding RSCAD as evidenced by the quantity, quality, and significance of a focused body of work including refereed publications, invited or peer reviewed presentations at national or international meetings, design work selected for national or international juried exhibitions/competitions, professional practice, extramural funding, awards, and other evidence as identified in [Appendix B](#).
- As appropriate to appointment, outstanding contributions to Service at all, or most, levels: departmental, college, university, profession, and public as identified in [Appendix C](#).
- Evidence of Collegiality as defined in [Appendix D](#).

VI Promotion

Promotion within the department follows the principles and procedures outlined in the Kansas State University Faculty Handbook, [Section C](#). This process recognizes faculty contributions in teaching, research or creative activity, and service, as defined by their appointment.

VI.A Promotion to Associate w/ Tenure

For probationary tenure-track faculty at the rank of Assistant Professor, tenure and promotion to Associate Professor are considered concurrently. Promotion from assistant professor to associate professor will not be granted without meeting the criteria for tenure as defined in Section V.B: Tenure Review.

VI.B Promotion to Professor

As noted in Section [C120](#) of the University Handbook: “Faculty members may expect to advance through the academic ranks on the basis of demonstrated individual merit in relation to their association with the university’s mission and with their own disciplines. Promotion to a higher rank is usually granted to deserving individuals after serving six or more years at a given rank. Each higher rank demands a greater level of accomplishment.” For this level of advancement there should be evidence of leadership and national reputation in one or more areas of the candidate's field.

VI.B.1 Documentation Requirements

For promotion to the rank of Professor, faculty submit a comprehensive Academic Portfolio that matches or exceeds the scope, depth, and organizational clarity of their portfolio for promotion to Associate Professor with tenure. The portfolio summarizes accomplishments in the areas defined by their appointment, typically encompassing work completed during the five years preceding the review. External review for promotion to Professor is expected and follows the process outlined in Section V.B.1.

VI.B.2 Process and Procedures

A faculty member, after consultation with the Department Head, may request a review for promotion.

Faculty members of the department who hold a rank equal to or higher than the rank being sought by the candidate are eligible to advise the department head regarding the qualifications of the candidate for promotion University Handbook, [C152.1](#).

MID-JULY

Candidate submits a draft of the Academic Portfolio to Department Head in electronic format.

MID-AUGUST

Candidate submits the Academic Portfolio to the Department Head. The University Handbook (C152.2) indicates that comments also may be solicited from students, and other relevant faculty members in the college or university, and from outside reviewers.

BY THE FIRST WEEK OF SEPTEMBER

Materials for review are provided to external reviewers by the Department Head.

FIRST FRIDAY OF OCTOBER

Documents are made available to tenured faculty for review for a period of no less than 14 days.

MID-OCTOBER

The P&T Chair calls together eligible departmental faculty (including the Department Head who is a non-voting participant) to discuss and vote on the candidate's application for promotion. Eligible faculty members are required to record their vote and comments on the [Eligible Faculty Form for Promotion to Professor](#), sign it, and submit it to the P&T Chair within two business days of the reappointment meeting. Within five business days after receipt of the faculty recommendations and comments the P&T Chair will prepare a consolidated summary of the recommendations. All eligible faculty review and propose clarifications of the summary before the P&T Chair submits it, along with the voting results, to the department head. The Department Head then follows the procedures outlined in University Handbook [C152.5](#).

EARLY NOVEMBER (IN ALIGNMENT WITH UNIVERSITY MASTER CALENDAR)

The Dean and College Promotion and Tenure Committee follow the procedures outlined in the University Handbook [C153](#). Refer to Provost's Master Calendar for yearly dates.

BY EARLY DECEMBER

College Promotion and Tenure Committee reports its findings to the dean.

APPROX. ONE WEEK LATER

Dean notifies candidate and Department Head of College and Dean's recommendations. Candidates may withdraw within seven calendar days.

BY MID-DECEMBER

Dean submits promotion materials and recommendations of those candidates who have not withdrawn for review to the Deans Council.

VI.B.3 Evaluation Criteria

For promotion to the rank of Professor there is the expectation of continued and clear evidence of significant contribution to the professional development of the individual and enhancement of the department's reputation. "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" (University Handbook, [C120.2](#)). Evaluating faculty will evaluate productivity and accomplishment in all areas of an appointment and take a holistic view of the candidate's complete work and its national or international impact. [Appendices A, B, C, and D](#) provide guidance for evaluation of excellence across Teaching, RSCAD, Service, and Collegiality. In addition to the general considerations for promotion, particular attention should be given to special contributions that markedly and creatively enhance the growth and quality in the areas of Leadership, Innovation, and Scholarly/ Creative Activities.

VI.C Promotion of Non-Tenure Track Faculty

Individuals appointed to these ranks may be considered for promotion based on demonstrated merit, evaluated in relation to their disciplinary standards and contributions to the university's mission. Non-tenure track faculty on regular, adjunct, or term appointments may request a promotion review following consultation with the department head. Promotion is typically granted to eligible faculty after five or more years at a given rank, and includes a standard promotion raise in addition to any annual merit-based salary increase ([University Handbook, C120-156.2](#)).

VI.C.1 Documentation Requirements

Non-tenure track faculty submits an Academic Portfolio based on the format of self-report ([Appendix E](#)), that presents comprehensive content from the preceding five years. This portfolio should include teaching and service activities, including university-approved teaching evaluations, syllabi, student work examples (approx. 3 total), and relevant reappointment/ promotion documentation. Depending on the nature of the appointment, the portfolio may also include evidence of RSCAD productivity.

VI.C.2 Process and Procedures

The schedule and requirements for the promotion procedure are as follows:

MID-AUGUST

Candidate submits a draft of their documentation to Department Head in electronic format.

MID-SEPTEMBER

Candidate submits the final documentation to the Department Head.

FIRST FRIDAY OF OCTOBER

Documents are made available to program directors for review for a period of no less than 14 days.

MID-OCTOBER

The Department Head convenes a meeting with the program directors to discuss and vote on the candidate's application for promotion.

EARLY NOVEMBER (IN ALIGNMENT WITH UNIVERSITY MASTER CALENDAR)

Department's promotion/tenure recommendations are forwarded to the Dean. Department Head's recommendations are forwarded to the Candidates. Dean forwards documents to College Promotion and Tenure Committee. Refer to Provost's Master Calendar for yearly dates.

VI.C.3 Evaluation Criteria

VI.C.3.1 Instructor Appointments

Instructor positions will be awarded as one-year, regular or term contracts. Advanced instructor and senior instructor positions may be awarded as one-year regular appointments, or as one-, two, or three-year term appointments. ([University Handbook C12.0](#))

Additionally, instructors who have completed a minimum of three years of full-time teaching within the department are eligible to transition to the teaching professor track at the rank of teaching assistant professor and may follow an accelerated timeline for promotion to teaching associate professor. The three years of prior service as an instructor may be included as part of the evidence of sustained excellence in teaching and service for the promotion review.

Promotion from Instructor to Advanced Instructor

- Outstanding and innovative Teaching as evidenced by student evaluations, course materials, awards, and other evidence as identified in [Appendix A](#).
- As appropriate to the appointment, outstanding contributions to Service at all, or most, levels: departmental, college, university, profession, and public as identified in [Appendix C](#).
- Evidence of collegiality as defined in [Appendix D](#).

Promotion from Advanced Instructor to Senior Instructor

The following indicators should be considered in addition to those above, refer to [Appendix A](#) for evidence of excellence in teaching:

- The candidate is recognized for excellent teaching at the institutional, national, or international level.
- The candidate's student and/or course outcomes are recognized at the national or international level through inclusion in juried exhibitions, selection for competitive awards, publication in professional or scholarly journals, and recognition by relevant professional societies.

VI.C.3.2 Professor of Practice Appointments (University Handbook [C12.3](#))

Professor of Practice positions will be awarded as one-year, regular or term contracts. Senior Professor of Practice positions may be awarded as one-year regular appointments, or as one-, two-, or three-year term appointments. Continued professional engagement is encouraged throughout the appointment and may be included as evidence in support of promotion.

VI.C.3.2.1 Promotion from Professor of Practice to Senior Professor of Practice

- Outstanding and innovative Teaching as evidenced by student evaluations, course materials, awards, and other evidence as identified in [Appendix A](#).
- The candidate or their student and/or course outcomes are recognized for Creative Work at the national or international level through inclusion in juried exhibitions, selection for competitive awards, participation in residencies, publication of creative works in professional or scholarly journals, and recognition by relevant professional societies.
- As appropriate to appointment, outstanding contributions to Service at all, or most, levels: departmental, college, university, profession, and public as identified in [Appendix C](#).
- Evidence of collegiality as defined in [Appendix D](#).

VI.C.3.3 Teaching Professor Appointments (University Handbook [C12.4](#))

Teaching assistant professor positions will be awarded as one-year, regular or term contracts. Teaching associate professor and teaching professor positions may be awarded as one-year regular appointments, or as one-, two-, or three-year term appointments.

VI.C.3.3.1 Promotion from Teaching Assistant Professor to Teaching Associate Professor

- Outstanding and innovative Teaching as evidenced by student evaluations, course materials, awards, and other evidence as identified in [Appendix A](#).
- Engaged teaching, refer [Appendix A](#) and Scholarship of Engagement in [Appendix B](#).
- As appropriate to appointment, outstanding contributions to service at all, or most, levels: departmental, college, university, profession, and public as identified in [Appendix C](#).
- Evidence of collegiality as defined in [Appendix D](#).

VI.C.3.3.2 Promotion from Teaching Associate Professor to Teaching Professor

The following indicators should be considered in addition to those above:

- The candidate is recognized for excellent teaching at the institutional, national, or international level.
- The candidate's student and/or course outcomes are recognized for creative work at the national or international level through inclusion in juried exhibitions, selection for competitive awards, participation in residencies, publication of creative works in professional or scholarly journals, and recognition by relevant professional societies.
- The candidate has provided leadership in the development of instructional programs within their area of expertise.
- The candidate has developed and integrated innovative techniques and/or new materials into their teaching.

VI.C.3.4 Research Professor Appointments (University Handbook [C12.1](#))

Research assistant professor positions will be awarded as one-year, regular or term contracts. Research associate professor and research professor positions may be awarded as one-year regular appointments, or as one-, two-, or three-year term appointments.

VI.C.3.4.1 Promotion from Research Assistant Professor to Research Associate Professor

- Outstanding and innovative Teaching as evidenced by student evaluations, course materials, awards, and other evidence as identified in [Appendix A](#).
- Outstanding RSCAD as evidenced by the quantity, quality, and significance of a focused body of work including refereed publications, invited or peer reviewed presentations at national or international meetings, design work selected for national or international juried exhibitions/competitions, professional practice, extramural funding, awards, and other evidence as identified in [Appendix B](#).
- As appropriate to appointment, outstanding contributions to service at all, or most, levels: departmental, college, university, profession, and public as identified in [Appendix C](#).
- Evidence of collegiality as defined in [Appendix D](#).

VI.C.3.4.2 Promotion from Research Associate Professor to Research Professor

The following indicators should be considered in addition to those above. Refer to [Appendix A](#) for evidence of excellence in teaching and [Appendix B](#) for evidence of excellence in RSCAD.

- The candidate is recognized for excellence in teaching at the institutional, national, or international level.
- The candidate has provided leadership in the development of instructional programs within their area of expertise.
- The candidate has developed and integrated innovative techniques and/or new materials into their teaching.

- The candidate has a recognized national or international record of research, creative work, and/or professional projects.
- The candidate has served as Lead Principal Investigator (PI) or lead co-PI on a successful peer-reviewed RSCAD-oriented grant of national or international significance, with peer-reviewed, widely disseminated outcomes emerging from the grant.
- The candidate has served as Lead PI on a successful peer-reviewed RSCA-oriented community engagement grant of significant regional impact, with peer-reviewed, widely disseminated outcomes emerging from the grant.
- The candidate's record demonstrates a sustained trajectory, indicating that this work will continue into the future.

VII Professorial Performance Award

VII.A Purpose

The Professorial Performance Award recognizes and rewards exceptional, sustained performance at the rank of Professor with an increase to base salary beyond annual merit increases. It is distinct from a promotion review, does not confer senior status, nor is it an entitlement granted solely by virtue of routine fulfillment of assigned duties.

VII.B Criteria

Candidates for the Professorial Performance Award must meet the following requirements:

- Hold the rank of Full Professor and have served at least six years in rank since the last promotion or receipt of the Professorial Performance Award.
- Demonstrate evidence of outstanding and sustained RSCAD in a clearly defined area of the discipline, showing significant impact and recognized national or international stature.
- Provide evidence of outstanding Teaching, including teaching effectiveness, advising, and mentoring students.
- Exhibit outstanding institutional and/or professional Service, notably at the national or international levels.
- Demonstrate consistent Collegiality and strong institutional citizenship, notably through mentoring emerging scholars, junior faculty, and graduate students.
- Achieve productivity and performance comparable in quality to standards currently required for promotion to the rank of Professor as defined by departmental guidelines.

VII.C Procedures

Eligible candidates must submit a digital portfolio (PDF) documenting professional accomplishments covering at least the most recent six-year period. Additional accomplishments may be included if they occurred subsequent to the candidate's most recent promotion or Professorial Performance Award.

The submission must include:

- A current curriculum vitae.
- A one-page summary detailing accomplishments in a defined area of RSCAD and their significance and impact.
- A one-page summary of Teaching accomplishments and their significance to departmental academic programs.
- A one-page summary of professional Service activities and their significance.
- A one-page summary of evidence demonstrating Collegiality and mentoring activities.
- Additional supporting materials as relevant.

All materials must be submitted to the Department Head by September 15th in conjunction with Annual Evaluation submissions. Faculty members holding at least a .5 appointment in the department (excluding the candidate) will review submitted materials and anonymously vote, recommending either support or

non-support of the candidate's eligibility for the award. A majority vote constitutes the faculty's recommendation to the department head.

Following faculty voting, the department head will prepare a written evaluation based on established departmental and university criteria, recommending approval or denial of the award to the Dean. Candidates will be given the opportunity to review the evaluation and may submit written statements addressing any unresolved differences. Subsequent procedural steps follow the guidelines outlined in sections [C49.8–C49.14](#) of the University Handbook, involving review by the College Promotion and Tenure Committee, the Dean, and ultimately the Provost.

The award amount will be an 8% increase to base salary, calculated from the average salary of all full-time faculty, excluding administrators. Financial conditions in any given year may necessitate a phased implementation plan as determined by the Provost and Vice President for Administration and Finance.

VIII Post-Tenure Review

VIII.A Purpose

The purpose of post-tenure review at Kansas State University is to enhance the continued professional development of tenured faculty. The process encourages intellectual vitality and professional proficiency for all faculty members throughout their careers, enabling them to effectively fulfill the university's mission. Additionally, post-tenure review aims to enhance public trust in the university by ensuring regular and rigorous accountability to high professional standards within the faculty community.

Kansas State University recognizes tenure as vital to protecting free inquiry and open intellectual debate. This policy does not alter or amend the University's procedures regarding the removal of tenured faculty members for cause, as stipulated in the [University Handbook](#). Actions undertaken as part of post-tenure review are separate from and do not impact policies and processes related to chronic low achievement or annual evaluations.

- Post-tenure review will not shift the burden of proof from administration (demonstrating cause for dismissal) to individual faculty members (demonstrating cause for retention).
- Review criteria should be faculty-developed and periodically reviewed, focusing on conscientious and competent fulfillment of duties associated with a faculty member's position rather than current tenure or promotion standards.
- The review process is developmental and supported by resources for professional growth or shifts in professional direction.
- The process acknowledges diverse expectations across disciplines and varying stages of faculty careers.
- Evaluation outcomes are confidential, accessible only to appropriate personnel and the evaluated faculty member, unless consent for disclosure is provided, or disclosure is mandated by appeals procedures or law.

VIII.B Procedures

Procedures for post-tenure review are as follows:

- Reviews occur every six years, coinciding with the Faculty Annual Evaluation.
- Required materials include six previous annual evaluations, a current curriculum vitae, and a concise summary of accomplishments during the evaluation period as well as long-term professional development goals and progress.
- The department head reviews submitted materials and prepares a written summary highlighting strengths and areas for improvement.
- Faculty members receive the summary two weeks before a scheduled review meeting and provide acknowledgment of receipt.
- A copy of the completed review is submitted to the Dean to ensure compliance with established policies and procedures.
- Faculty reviews may reset or delay due to specific professional achievements, promotions, awards, personal situations, sabbaticals, or retirement plans as defined by departmental and university guidelines.

IX Appendices

Appendix A: Evaluation Activities and Documentation: Teaching	<u>pg. 29</u>
Appendix B: Evaluation Activities and Documentation: RSCAD	<u>pg. 31</u>
Appendix C: Evaluation Activities and Documentation: Service	<u>pg. 34</u>
Appendix D: Evaluation Activities and Criteria: Collegiality	<u>pg. 36</u>
Appendix E: Departmental Forms and Documentation Guidelines	<u>pg. 37</u>
Appendix F: Criteria for Low Achievement	<u>pg. 48</u>
Appendix G: Revision and Approval History of the Department of Interior Architecture & Industrial Design Faculty Policy and Procedures	<u>pg. 50</u>

Appendix A Evaluation Activities and Documentation: Teaching

The department prioritizes educating future design professionals, and instructional quality is a major factor in educational excellence. Teaching competency and quality are also essential for tenure and promotion, requiring candidates to demonstrate excellence as defined by both the program and accreditation standards. Competency does not only imply general competence in the delivery of instruction but, more so, a sustained commitment and a coherent effort to approach teaching in a responsible, creative, and thoughtfully critical way that actively seeks to further students' skills and knowledge.

An integrated curriculum requires well-rounded faculty who can connect their subject areas with others. Teaching assignments may vary based on departmental needs. If a faculty member is asked to teach outside their specialty, this will be considered in evaluation procedures as evidence of their versatility.

Versatility refers to a faculty member's ability to excel across major areas of work (e.g., Teaching, RSCAD, and Service) and adapt to various settings within one or more of these areas. In teaching, versatility is a key goal for both tenure-track and promotion-track faculty. It involves demonstrating efforts and achievements that showcase the ability to teach a range of courses and adapt to different instructional levels as needed.

In addition to documenting performance according to these guidelines, the University requires student teaching evaluations for each class taught each semester. However, evaluation of teaching should not rely solely on student evaluations of teaching as students are more likely to be able to assess methods, delivery skills, and management than content or learning outcomes/ appropriate level of rigor.

Possible activities related to teaching include but are not limited to:

- Assigned courses, including supervision of graduate teaching assistants
- Mentoring/ Advising (Undergraduate, Graduate (Minor/ Major))
- Course coordination
- Course preparation, including preparation of course materials to be used by other faculty members in future semesters
- Participation in curriculum development
- Contributions to coordinated courses (writing project statements, lectures, etc.)
- Guest lecturer or critic (at K-State or elsewhere)
- Supervision and evaluation of interns
- Supervision and evaluation of Graduate Teaching Assistants and Teaching Assistants
- Dissemination of teaching innovations
- Other undergraduate or graduate teaching-related activities, including independent studies, directed readings, and specialized projects for students; field trips or other experiential learning opportunities
- Member, Graduate or Doctoral Faculty

Documentation of the achievements, effectiveness, and quality of teaching activities include but are not limited to:

- Course materials, including syllabi, learning activities, and assessments
- Student work
- Exhibition of student work

- Student evaluations
- Peer evaluation
- Teaching awards
- Student awards
- Professional development activities that support teaching

Appendix B Evaluation Activities and Documentation: RSCAD

Faculty are expected to maintain consistent scholarship programs focused in one or more areas and regularly engage in a variety of rigorous scholarly activities. Scholarly activities and outcomes are evaluated during the annual evaluation process. The intention of evaluating activities in addition to outcomes is so that when faculty engage in scholarly activities but do not produce actual outcomes, the department head will consider the faculty's efforts in relation to the evaluation of scholarship and overall scholarly productivity.

The department values multiple approaches to scholarly activities and outcomes including scholarship of discovery, integration, application, and/ or teaching (SoTL). Further, in recognition of the professional nature of the programs within the department, both professional practice and creative work can be integral components of faculty academic development. Activities such as design, building, consulting, and other creative undertakings, including artistic efforts and art exhibits, are recognized as equal in value to traditional scholarly and research endeavors. Scholarly and creative activities may be in the realm of depth (focus and specialization) and/or synthesis (breadth and integration).

Faculty are expected to achieve a minimum of one major accomplishment (or a combination of multiple accomplishments equal to one major accomplishment) in scholarship per year, for every 20% of a faculty member's time assignment. If a faculty member is using research methods that are more time-consuming, starting a new project, or otherwise doing scholarly work that would explain a lower level of productivity, those issues will be taken into consideration in the evaluation with the understanding that over a two- to three-year period the overall productivity will meet the established expectation. Likewise, when a faculty member is doing scholarly work that can, by its nature, produce outcomes at a higher rate per year, or is being supported with GRA or GTA assistance, the expectation will be understood and valued within that context.

Peer-review: Peer evaluation and public dissemination of one's activities research, scholarship and/or creative activities is essential to the tenure track and promotion process and assessing the significance of the work. Peer evaluation involves having the work deemed successful, effective, or valuable through processes such as peer review or jury evaluation. Consequently, it is essential for tenure-track and promotion-track faculty to approach all scholarly, creative, and professional activities with the understanding that these efforts will be publicly disseminated and subject to evaluation, especially by their peers.

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

Collaboration and co-authorship: Collaboration and co-authorship in scholarship and creative activities foster intellectual diversity, innovation, and rigor, enhancing the impact and quality of scholarly contributions. These partnerships bring together varied perspectives and expertise, supporting the development of nuanced and comprehensive solutions to complex problems. Further, co-authorship, multi-authorship, and collaboration showcase the faculty member's capacity to work productively with peers, students, and community stakeholders, advancing both individual research goals and the academic mission. Thus, cases of equal co-authorship, multi-authorship, and/or collaboration are seen as equal to sole authorship. However, the faculty member is responsible for clearly explaining their role and contribution to the effort as equal to, greater than, or supportive of the other author(s) or members of the group in the evaluation. Collaborations where the effort is in the minority, while still of value, are not considered equal to sole authorship.

Coherence: Coherence in a faculty member's career refers to a clear focus and direction that guides their professional development. In the context of RSCAD, coherence is essential as it provides long-term purpose, bringing order and intent to specific efforts. For tenure-track faculty, it is particularly important to establish at least one area of professional interest and expertise that serves as a foundation for sustained scholarly and creative work. Additionally, this focus should be considered in relation to its contributions to teaching and service responsibilities and demonstrating this core accomplishment is crucial. For promotion-track faculty, the goal is often to further refine and deepen their professional core.

Recognizing that a faculty member's purpose and aims may evolve over time, evaluators should acknowledge and, when appropriate, encourage these shifts. However, faculty must demonstrate that their RSCAD achievements exhibit internal consistency, a discernible pattern, and a focused trajectory—ultimately establishing them as accomplished designers, practitioners, creative artists, or scholars.

Scholarship of Engagement: As a Land-Grant University, the Scholarship of Engagement is directly aligned with our university's mission and directive to serve Kansas communities. The Scholarship of Engagement emphasizes a reciprocal relationship with diverse communities. It fosters innovation, can be replicated and expanded upon, and produces documented, tangible outcomes aligned with professional standards. The outcomes of engaged work can be impactful when it demonstrates measurable benefits for stakeholders and/or addresses critical societal challenges. Examples include engaged projects designed to solve real-world problems, development of innovative methods and tools, and programs that engage and educate community members. Through the scholarship of engagement, design outcomes themselves can act as a form of dissemination.

Possible activities related to RSCAD include but are not limited to:

Presentations:

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

Exhibitions:

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

Publications:

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

Grants and funding:

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

Evidence of Creative Endeavors:

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

Evidence of Engagement:

- Uses expertise to facilitate or implement a project for community enhancement.
- Uses expertise to facilitate or influence public policy/ law

Honors and Awards:

- Scholarly and peer recognition for outstanding intellectual contributions
- Class or student awards, honors, or mentions under the direction or co-direction of the faculty member being considered for tenure and promotion
- Competition awards, honors, or mentions for entries and exhibits
- Professional awards, honors, and mentions
- Fellowship or scholarship awards (i.e. Fulbright)
- Participation in college/university professional development workshops
- Participation in professional development conferences, workshops, and continuing education activities
- Achievement of professional licensure, certification

Appendix C Evaluation Activities and Documentation: Service

Faculty members are expected to contribute to service within the department, college, university, and the broader profession and community. Faculty are also encouraged to participate in public service, which includes disseminating knowledge and applying expertise to address societal challenges.

The following indicators of achievement for service are provided without a specific order of priority. It is essential to prioritize the quality of contributions over the quantity of indicators fulfilled. When assessing committee involvement, active participation and contributions should be highlighted. Leadership roles in service initiatives are considered more significant than membership. Furthermore, recognition through awards or commendations for outstanding service is valuable, provided these accolades are not routinely granted at the conclusion of a service term. Faculty members may also submit supplementary documentation to support their unique skills and strengths.

The [University Handbook](#) identifies three categories of non-directed service: institution-, profession-, and public-based service (C.6). Evidence of the achievements and the quality of teaching activities include but are not limited to:

Institution-based service. Work that is essential to the operation of the university (C.6).

- Serves as chair or member of standing or ad-hoc department, college, or university committee, task force, or commission
- Mentors or advises a student organization or interest group
- Mentors less experienced faculty members
- Actively participates in recruitment/retention of students and new faculty
- Participates in fundraising activities for the department or college, including donations of equipment or other physical resources for the department
- Activities supporting the university, college, and departmental K-State Next-Gen strategic plans

Profession-based service. Work that is directly related to the function of the unit and that provides leadership and service to the faculty member's profession or discipline (C.6).

- Leadership in a state, regional, national, or international professional organizations, scholarly societies, or teaching organizations
- Serves as a journal editor, editorial board member, or review committee member of a professional organization or an accreditation/certification body
- Serves as a committee member for a professional organization at the state, regional, national, or international level
- Serves as a peer reviewer of manuscripts submitted to refereed journals or book publishers; reviews proposals submitted to public/private funding sources; reviews papers/abstracts for inclusion in proceedings and/or presentation at a professional meeting
- Serves as an organizer of workshops, panels, or meetings in areas of professional expertise
- Serves as a professional consultant to a public or private organization
- Represents the profession in public forums (e.g., expert testimony)
- Active membership in professional organizations (e.g., IDEC, IIDA, IDSA, etc.)
- Serves as an external reviewer of candidates for tenure, promotion, or awards
- Participation in conferences, workshops, and continuing education activities

Public-based professional service. Efforts that are not directed service but that are the application of knowledge and expertise intended for the benefit of a non-academic audience (C.6).

- Gives talks/lectures/workshops to the public on topics related to area of expertise
- Serves as a resource for the media (e.g., gives interviews, provides information)
- Consults for state, national, and international public and private groups engaged in educational, scholarly, and artistic endeavors
- Consults for individuals or corporations engaged in business or industry

Appendix D Evaluation Activities and Criteria: Collegiality

Collegiality refers to the commitment and ability of a faculty member to work effectively and cooperatively with others in achieving the goals of the department, college, university, and profession. Collegiality is especially related to ethical issues, by which "ethics" refers to the system of values that enables university colleagues to work together with mutual respect, trust, and cooperation.

All faculty are expected to conduct themselves in ways that foster goodwill, harmony, and mutual respect within the department. They are expected to participate in activities that contribute to the pursuit of the departmental goals, protect the self-esteem of students and colleagues, and create a positive and supportive environment for all. Collegiality includes a thoughtful perspective on various academic issues and encourages free thought, vigorous debate, and expression of these views in a responsible, respectful, and professional manner.

Faculty must adhere to high standards of conduct in their work with students, colleagues, peers, and the community. Collegiality will be considered in making all tenure and promotion decisions.

A faculty member's excellence in collegiality is determined by criteria such as:

- Maintaining professional rapport with colleagues, staff, and students
- Contributing to the common goals of the department through participation in critiques, working on task forces and committees, etc.
- Responsible and accountable sharing of studio spaces, facilities, and equipment
- Respect and support of colleagues and their diverse contributions to the department, college, university, and profession
- Supporting an atmosphere of academic freedom, inquiry, and respect while valuing full engagement and authenticity

Further, collegiality also refers to the individual faculty's willingness to a) participate in program, departmental, and college events and meetings; b) fulfill obligations of self-governance within the department (for example, participating in all faculty votes for which one is qualified); c) maintain confidentiality when required by university policy; and d) work for the advancement of the unit, department, or college by volunteering to take on tasks and roles that may not benefit themselves, but benefit the whole. When unique talents or abilities are needed and the individuals with them step forward to benefit the group through their effort, it should be rewarded. This evaluation category is intended to encourage and value full engagement and authenticity at work.

Appendix E Departmental Forms

E.1	Annual Self-Report and Evaluation Documents	<u>pg. 38</u>
E.2	Guidelines for Formatting Academic Portfolio	<u>pg. 42</u>
E.3	Eligible Faculty Recommendation Form for Reappointment Decisions	<u>pg. 43</u>
E.4	Eligible Faculty Recommendation Form for Mid-tenure Review	<u>pg. 44</u>
E.5	Eligible Faculty Recommendation Form for Tenure and Associate Professor Promotion	<u>pg. 45</u>
E.6	Eligible Faculty Recommendation Form for Rank Promotion to Professor Decisions	<u>pg. 46</u>
E.7	Eligible Faculty Recommendation Form for Award of the Professorial Performance Award	<u>pg. 47</u>

Annual Evaluation Part 1: Self Report & Professional Forecast

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

Name:

Position:

Date:

TEACHING: _____ % Assigned Load (for evaluation year)

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

Fall Semester:

Example (Please Remove)

IARC 435 – Studio 3:

- In this course, the teaching strategy utilized was..., the resulting outcomes were..., and its effectiveness was determined to be....

Supporting Evidence:

- Teaching evaluations (TEVAL and other approved student evaluations)
- Course syllabi
- Three examples of student work pdf of review boards, images of models, reports, team projects, drawings, material boards, tests, quizzes, exams etc.)
- Class process documentation (field trips, itineraries, invited reviewer, etc.)
- Participation in teaching professional development opportunities

Spring:

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

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

Professional Objectives for Teaching:

Example (please remove): To support continued growth in teaching, I have established the following objectives for the next year...

RSCAD: _____ % Assigned Load (for evaluation year)

Activities: Provide a list summarizing the activities related to RSCAD undertaken during the evaluation year, include supporting evidence documentation in a separate pdf. Refer to [Appendix B](#).

Example (please remove):

- Smith, Jane (50%), & Doe, John (50%). "Digital Ponderings in Interiors." In proceedings of the 2012 Design Communications Association Biannual National Conference: Graphic Quest – The Search for the Perfection in Design Communication. Oklahoma State University, Stillwater, OK: School of Architecture. Double blind, peer-reviewed abstract and paper.
- For scholarly activities that do not fit a standard citation format, use bullet points to describe the activity, its stage of completion, and its current or potential peer review process.

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

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

Professional Objectives for RSCAD

Example (please remove): The following objectives will guide my scholarly and creative activities in the upcoming year...

SERVICE: _____ % Assigned Load (for evaluation year)

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

Departmental:

Example (please remove):

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

College:

University:

Professional & Community:

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

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

Professional Objectives for Service

Example (please remove): Planned areas of focus for service engagement over the next year include ...

Annual Evaluation Part 2: Department Head Assessment & Evaluation

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

TEACHING

Assigned Load:

Assessment:

RSCAD

Assigned Load:

Assessment:

SERVICE

Assigned Load:

Assessment:

COLLEGIALITY

Assessment:

___ Exceeded Expectations

___ Met Expectations

___ Fallen Below Expectations

SUMMARY:

Evaluation/overall written assessment:

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

Category	Assigned Percentage / Weight	Rating	Weighted Rating
Teaching			
RSCA			
Service			
Total Rating			

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

Summary of annual expectations and long-term goals:

Annual Objectives			
Teaching	RSCAD	Service	
			<----Forecast

Overall Performance Rating:

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

The annual written review is used to support recommendations for merit salary increases and to plan future commitments to the department. The report is based on each faculty member's self-evaluation and on other data, and each individual faculty member reviews it. A signature is required to acknowledge the opportunity for review and does not necessarily signify agreement.

Faculty Member Signature

Date:_____

Department Head Signature

Date:_____

Guidelines for Formatting the Academic Portfolio

- I. Cover Sheet
 - a. Recommendation by the Dean (to be completed by the Dean)
 - b. Recommendation by the Department Head (to be completed by the Department Head)
- II. Description of Responsibilities During Evaluation Period
- 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. Instructional Contribution
 - a. Statement of activities (classes taught, student advisement, etc.)
 - b. Evidence of instructional quality (student ratings, peer evaluations, evaluation of advisement, etc.)
 - c. Other evidence of scholarship and creativity that promote excellence in instruction (multimedia presentations, computer-aided instruction, papers published or presented)
- V. Research and Other Creative Endeavors
 - a. One page statement
 - b. Listing of research publications and creative achievements
 - c. List of grants and contracts
- VI. Service Contributions (two-page summary)
- VII. Cooperative Extension
- VIII. External Letters of Evaluation
- IX. Other Summary Information Considered Pertinent by the College
 - a. Not in Use
- X. Supporting Documents
 - a. Teaching Evaluations (last three years)
 - b. Reprints and/or Manuscripts
 - c. Other Materials
 - d. Detailed Curriculum Vitae

Eligible Faculty Recommendation Form for Reappointment Decisions

Based on the information available to me, I recommend that _____

_____be reappointed

_____ not be reappointed

_____abstain

Detailed justification for my recommendation or abstention is given below.

(A digital survey will be used if feasible. Verbatim comments, when required, will remain anonymous. Comments are summarized by the Department Head/ P&T Co-chair without attribution in their letter to the candidate.)

Signature _____ Date _____

Return to the Department Coordinator by _____

Eligible Faculty Form for Mid-Tenure Review

Based on the information available to me regarding mid-tenure review for _____

_____, I have the following formative feedback regarding this individual's
accomplishments relative to departmental tenure criteria:

(A digital survey will be used if feasible. Verbatim comments, when required, will remain anonymous.
Comments are summarized by the Department Head/ P&T Co-chair without attribution in their letter to the
candidate.)

Signature _____ Date _____

Return to the Department Coordinator by _____

Eligible Faculty Recommendation Form for Tenure and Associate Professor Promotion

Based on the information available to me, I recommend that _____

_____be tenured

_____ be promoted to associate professor

_____ not be tenured

_____not be promoted to associate professor

_____abstain

Detailed justification for my recommendation or abstention is given below.

(A digital survey will be used if feasible. Verbatim comments, when required, will remain anonymous. Comments are summarized by the Department Head/ P&T Co-chair without attribution in their letter to the candidate.)

Signature _____ Date _____

Return to the Department Coordinator by _____

Eligible Faculty Recommendation Form for Rank Promotion to Professor Decisions

Based on the information available to me, I recommend that _____

_____be promoted to professor

_____ not be promoted to professor

_____abstain

Detailed justification for my recommendation or abstention is given below.

(A digital survey will be used if feasible. Verbatim comments, when required, will remain anonymous. Comments are summarized by the Department Head/ P&T Co-chair without attribution in their letter to the candidate.)

Signature _____ Date _____

Return to the Department Coordinator by _____

Faculty Recommendation Form for Award of the Professorial Performance Award

Based on requirements for the award and the information available to me, I recommend that

_____be awarded the Professorial Performance Award

_____not be awarded the Professorial Performance Award

_____abstain

Detailed justification for my recommendation or abstention is given below.

(A digital survey will be used if feasible. Verbatim comments, when required, will remain anonymous. Comments are summarized by the Department Head/ P&T Co-chair without attribution in their letter to the candidate.)

No Signature

Return to the Department Coordinator by _____

Appendix F Criteria for and Evidence of Low Achievement

Evidence of Low Achievement in teaching or professional performance may include, but are not always limited to:

- A failure to supply students with teaching materials that reflect currency in a faculty member's chosen field such as course outlines, examinations, and supplementary materials.
- A failure to meaningfully respond to a charge on a yearly evaluation clearly pointing to the need for self-improvement.
- Poor performance and/or lack of evidence of effectiveness in the direction of projects or research by undergraduate or graduate students; also, lack of participation in class examination activities.
- Lack of innovations in program implementation and in the development of challenging curriculum courses.
- Failure in the development and implementation of special projects, resource tools, and/or the use of creative techniques in the performance of classroom duties.
- Habitual failure to make conscientious preparations or efforts to deliver quality classroom and studio (or special projects) instruction, including normal courtesies and due regard for the special obligation to attend to the instructional needs of students.
- A consistent record of "poor" classroom evaluations by students, supervisors, and/or senior faculty.
- An unexplained pattern of absenteeism in the classroom or studio.
- A lack of participation in professional development opportunities.

Evidence of Low Achievement in scholarship and/or creative activities demanded by the normal expectations of university life may include, but are not always limited to:

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

Evidence of low achievement in service demanded by the normal expectations of university life may include, but are not always limited to:

- A consistent pattern of lack of involvement in the maintenance of the curriculum and normal governing and developmental duties of the university, college, and the unit.
- A failure to contribute to the normal obligations of faculty as members of a chosen profession—a persistent lack of contact with professional societies and a failure to acquaint students with the obligations of professional discourse and development.

Evidence of low achievement in promoting collegiality with faculty and students demanded by the normal expectations of university life may include, but are not always limited to:

- A pattern of failure by a faculty member to exercise professional integrity in their everyday contacts with colleagues, students, and the public as evidenced by inaccuracy, inability to exercise appropriate restraint, or a willingness to listen to and show respect to others expressing different opinions.
- Continuing or repeated failure to perform duties or meet responsibilities to the institution as defined in the hiring contract and/or yearly evaluations, and/or meet the normal obligations of courtesy in serving the needs of students.
- A failure to protect the rights of privacy of students.

Appendix G Revision and Approval History of the Department of Interior Architecture & Industrial Design Faculty Policy and Procedures

I. Guidelines for Promotion and Tenure in the Department

Adopted by Interior Architecture Faculty	Sept. 1993
Amended by Interior Architecture Faculty	Nov. 1996
Amended by Interior Architecture and Product Design Faculty	May 2010
Adopted by Interior Architecture and Product Design Faculty	May 2010
Amended by Interior Architecture & Product Design Faculty	Aug. 2013
Adopted by Interior Architecture and Product Design Faculty	Oct. 2015
Amended by Interior Architecture & Industrial Design Faculty	Dec. 2020
Adopted by Interior Architecture & Industrial Design Faculty	May 2025

II. Guidelines for Minimum Yearly Expectations of Review for Tenured Faculty in the Department

Adopted by Interior Architecture Faculty	May 7, 1997
Re-affirmed by Interior Architecture Faculty	Jan. 17, 2001
Amended by Interior Architecture & Product Design Faculty	Nov. 5, 2003
Amended by Interior Architecture & Product Design Faculty	Feb. 16, 2005; Oct. 19, 2005
Adopted by Interior Architecture & Product Design Faculty	Sept. 12, 2006
Re-adopted by Interior Architecture & Product Design Faculty	May 4, 2010
Amended by Interior Architecture & Product Design Faculty	Aug. 2013
Adopted by Interior Architecture and Product Design Faculty	Oct. 2015
Amended by Interior Architecture & Industrial Design Faculty	Dec. 2020
Adopted by Interior Architecture & Industrial Design Faculty	May 2025

III. Professorial Performance Award

Adopted by Interior Architecture and Product Design Faculty	Oct. 2015
Amended by Interior Architecture & Industrial Design Faculty	Dec. 2020
Adopted by Interior Architecture & Industrial Design Faculty	May 2025

IV. Post-Tenure Review

Adopted by Interior Architecture and Product Design Faculty	Oct. 2015
Amended by Interior Architecture & Industrial Design Faculty	Dec. 2020
Adopted by Interior Architecture & Industrial Design Faculty	May 2025