

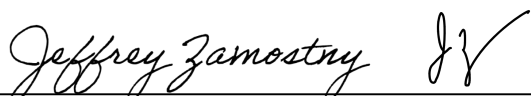
College of Arts and Sciences
Department of Modern Languages

Policy Statement Concerning Personnel Review and Evaluation
Standards/Procedures

- Introduction
- Faculty Identity
- Personnel Committee
- Search Committee Procedures
- Annual Evaluation
- Reappointment Evaluation for:
 - Annual Reappointment Reviews
 - Mid-Probationary Review
- Tenure
- Promotion
- Post-Tenure Review
- Reappointment and Promotion for Non-Tenure Track Faculty
- Professorial Performance Award
- Chronic Low Achievement

Approved by Faculty Vote: **May 8, 2026**

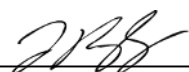
NEXT REVIEW DATE: AY 2030-2031



Department Head's Signature

August 14, 2026

Date



Dean's Signature

8/14/2026

Date



Provost's Signature

8/14/2026

Date

Department of Modern Languages Personnel Document

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Department of Modern Languages Personnel Document

1. Introduction

The following document outlines procedures regarding appointment, reappointment, annual evaluations, tenure, promotion, and salary adjustments in the Department of Modern Languages. The *Personnel Document* complements the current version of the *University Handbook* and describes in general terms the categories of professional responsibility (teaching, research, and service activities). In some instances, it provides examples of possible activities; such examples are not intended to be exhaustive. The policies and procedures outlined in this document are designed to allow faculty members leeway in utilizing fully their particular talents and to provide ample opportunity for them to submit information to the Head, the Personnel Committee, and the Tenure or Promotion Committee so that equitable and fair judgments of their professional contributions can be made. Although efforts have been made to align criteria for annual evaluation and for tenure, promotion, and other evaluative processes, achieving certain ratings in particular years of annual evaluation does not guarantee the outcomes of other evaluative processes. For that reason, faculty are advised to also review the expectations for tenure, promotion, and other evaluations and plan accordingly.

Kansas State University is a research university. The Department of Modern Languages has both undergraduate and graduate programs. Thus, research is to be considered a normal part of tenure-track faculty members' duties. A normal teaching load is five classes per year for tenured and tenure-track faculty.

Before voting on matters concerning the Personnel Document, appointment, reappointment, tenure, and promotion, the Head will call a faculty meeting in accordance with the policies of the *University Handbook*. Voting by proxy is allowed with written authorization to another faculty member.

2. Faculty Identity: Types of Appointments in Modern Languages

2.1. Assistant Professor (probationary), Associate Professor (tenured), Professor (tenured)

Defined *passim* in sections below (per University Handbook C10).

2.2. Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor on term appointment

Their primary role is instruction (C12.4), which should be reflected in their offer letter and research-service-teaching allocation (C45.1). Term appointments are intended for when the need or funding is finite (C11) and carry no expectation of continued employment beyond the term of the contract (C11). They are required to hold an appropriate terminal degree (C12.4). As this is a term appointment, the Notice of Non-Reappointment (C12.4.a) does not apply. Additionally, they are excluded from the general faculty (C12.4.a) and are not accorded the typical privileges of the general faculty (D30-71). Their promotion procedure is described in 7.3.2 below. Contracts for Teaching Assistant Professor may only be awarded on a one-year basis; contracts for Teaching Associate Professor and Teaching Professor may be awarded on a one-, two-, or three-year basis (C12.4).

2.3. Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor on regular appointment

Their primary role is instruction (C12.4), which should be reflected in their offer letter and research-service-teaching allocation (C45.1). They are required to hold an appropriate terminal degree (C12.4). As this is a regular appointment, the Notice of Non-Reappointment (C12.4.a) applies. They are included in the general faculty (C12.4.b) and the typical privileges of the general faculty (D30-71). Their promotion procedure is described in 7.3.2 below. Contracts may be awarded on a one-year basis (C12.4).

Reappointment follows the procedure outlined in C60-66, which includes feedback to the Head from all eligible Modern Languages faculty members (all regular non-tenure-track faculty, tenure-track faculty, and tenured faculty) (C63.1); feedback may also be solicited by the Head from faculty and Heads in other departments, as applicable (C.63.2).

2.4. Instructor, Advanced Instructor, Senior Instructor on term appointment

Their primary role is instruction (C12.0), which should be reflected in their offer letter and research-service-teaching allocation (C45.1). Term appointments are intended for when the need or funding is finite (C11) and carry no expectation of continued employment beyond the term of the contract (C11). They are not required to hold a terminal degree (C12.0). As this is a term appointment, the Notice of Non-Reappointment (C12.0.a) does not apply. They are excluded from the general faculty (C12.0.a) and the typical privileges of the general faculty (D30-71). Their promotion procedure is described in 7.3.1 below. Instructor contracts may only be awarded on a one-year basis; Advanced Instructor and Senior Instructor contracts may be awarded on a one-, two-, or three-year basis (C12.0).

2.5. Instructor, Advanced Instructor, Senior Instructor on regular appointment

Their primary role is instruction (C12.0), which should be reflected in their offer letter and research-service-teaching allocation (C45.1). They are not required to hold a terminal degree (C12.0). As this is a regular appointment, the Notice of Non-Reappointment applies (C12.0.a). They are included in the general faculty (C12.0.a) and the typical privileges of the general faculty (D30-71). Their promotion procedure is described in 7.3.1 below. Contracts may be awarded on a one-year basis (C12.0).

Reappointment follows the procedure outlined in C60-66, which includes feedback to the Head from all eligible Modern Languages faculty members (all regular non-tenure-track, tenure-track faculty, and tenured faculty) (C63.1); feedback may also be solicited by the Head from faculty and Heads in other departments, as applicable (C.63.2).

2.6. Adjunct

Adjuncts are not normally compensated and are excluded from the formal teaching program. They are only allowed affiliation with Kansas State University as a courtesy; they may, however, be paid for classroom instruction (C25.1). They cannot have service responsibilities (C25.2). They cannot vote or hold any university office (C25.4). They may be elected to the graduate faculty but cannot serve as the major professor of an MA student unless a regular member of the faculty serves as co-major professor (C.25.2). As a result of their courtesy affiliation with Kansas State, they are granted library use, the privilege of paying for faculty parking, and employee rates for cultural, Union, and athletic events (C25.5).

3. Personnel Committee

3.1. Charge

The Personnel Committee of the Department of Modern Languages will solicit, receive, and review materials from faculty members and make recommendations to the Head for each faculty member's annual evaluation as described in Section 5 below.

3.2. Composition

The Personnel Committee will be comprised of four full-time faculty members, to include three tenured or tenure-track faculty and one non-tenure-track faculty. Adjunct faculty members are not eligible to serve. The Chair of the committee must be tenured. The Head and the elected

members of the Personnel Committee will collaborate to determine the division of the labor between the committee members each year.

3.3. Term Limitation

No faculty member may serve more than two consecutive years on the committee. When a Personnel Committee member completes two consecutive years of service, that person is ineligible to be a candidate in the subsequent Personnel Committee selection.

3.4. Formation

The Personnel Committee will be formed via election by secret ballot. Elections will take place in the spring semester, with terms beginning the subsequent fall semester. Following the initial ballot, a second secret ballot will be used to identify an elected committee member who holds tenure to serve for two years. The person elected via the second secret ballot will typically serve as committee chair in their second year. In the event of unforeseen circumstances, the committee chair may be selected for a given year in consultation with the committee and the Department Head.

In the event of a tie on either of the ballots, run-off elections will be held via secret ballot until the tie is broken.

All full-time, non-adjunct faculty members will appear on the initial ballot on the conditions that (a) they have not served on the committee in the previous two consecutive years, (b) they will not be taking an anticipated sabbatical or other leave in the subsequent academic year, and (c) they will not be completing a non-renewed term appointment prior to the subsequent fall semester. Tenured faculty members elected via the initial ballot will appear on the second ballot to identify a committee member to serve for two years.

All faculty who are eligible to appear on the ballot as well as faculty excluded from the ballot on conditions (a) or (b) above are eligible to participate in the elections for the Personnel Committee.

4. Search Committee Procedures

The Department Head will form search committees in consultation with the faculty. Committee members will be drawn from Modern Languages and—as needed—from other departments. A student may be asked to serve on search committees per recommendation and approval of the tenured faculty members serving on the committee.

4.1. Charge and Duties

In consultation with the Head, the Search Committee will (a) collect vitae and other pertinent materials, (b) evaluate applicants, and (c) recommend a shortlist for finalist interviews conducted on campus or virtually, as appropriate to the position.

4.2. Interview Modality by Position Type

4.2.1. Tenure-Track Searches

The default is to invite finalists for campus visits (teaching demonstration, research talk, meetings). When travel is not feasible or advisable, the committee may organize a virtual visit that mirrors these elements (e.g., online teaching demonstration, research presentation, and stakeholder meetings).

4.2.2. Non-Tenure-Track Searches

Finalist evaluation will typically be conducted remotely through structured interviews and additional materials deemed appropriate by the search committee. Campus visits are optional and may be used at the Head's discretion in consultation with the committee and subject to budget and timeline.

4.3. Faculty Input

As part of the tenure-track search process, department faculty will be given an opportunity to review finalist materials and provide comments after campus or virtual visits/interviews during a designated feedback window.

Committee recommendation. The Search Committee will consider faculty feedback and prepare a summary for each finalist outlining strengths and weaknesses and indicating overall acceptability. The committee will submit this report to the Head.

Recommendation and communication. Before submitting a recommendation to the Dean, the Head will relay their recommendation to faculty.

Compliance and recordkeeping. All procedures will align with University and College policies. The committee will maintain documentation of the process and rationale for recommendations.

5. Annual Evaluation of Faculty Members

Faculty members must meet once a year with the Head of the department to discuss:

- 1) The most recent evaluation (if the faculty member so desires).
- 2) The goals in teaching and instructional support, research and scholarly activity, and service for the upcoming evaluation period.
- 3) The projected weighting of responsibilities for the upcoming evaluation period.
- 4) Acknowledgement of receipt of evaluative feedback.

5.1. Annual Evaluation Procedure

All faculty must submit materials regarding the previous academic year (August 1-July 31) for review by the Personnel Committee and the Department Head by the third Monday in September. Materials will reflect the faculty member's contributions in their designated areas (e.g. teaching, research, service). These materials shall be presented to the Personnel Committee using a format proposed by the Personnel Committee, discussed by the Department in April or May of the previous academic year, and finalized and publicized no later than the end of the nine-month contract date of the previous academic year. The format for submission will comply with all relevant College- or University-wide policies.

Faculty members must be given the opportunity to review and discuss their evaluation with the Department Head in December through February. Following review and discussion of the evaluation, faculty members must sign a statement acknowledging this opportunity. Should the faculty member disagree with their evaluation, the Department Head will confer with the Personnel Committee and the faculty member within two weeks. Faculty then have seven working days following the review and discussion to submit a written statement regarding unresolved differences. The statement should be kept with the evaluation. Note: The faculty and Head may discuss merit salary increases if they are available, although specific percentage increases will not normally be discussed due to the amount of funds available not being known at the time of discussion.

Annual evaluation applies to all faculty in the Department of Modern Languages, irrespective of title and rank. Although efforts have been made to align criteria for annual evaluation and for tenure, promotion, and other evaluative processes, achieving certain ratings in particular years of annual evaluation does not guarantee the outcomes of other evaluative processes. For that reason, faculty are advised to also review the expectations for tenure, promotion, and other evaluations and plan accordingly.

5.1.1. Sabbatical

Faculty members who have been on sabbatical will submit student evaluations of all courses taught in the academic year. For faculty on a one-semester sabbatical, the evaluation of the research and service categories will follow the normal procedure. For faculty on sabbatical for an entire evaluation period (i.e. academic year), teaching and service will be assessed by taking the average of the performance in those categories from the previous three evaluations, with the research category following the normal procedure. A faculty member may request, subject to the

concurrence of the Department Head, that the total evaluation be figured from the three previous evaluations.

5.1.2. Leave of Absence

Faculty members who have been on leave of absence will only be evaluated on teaching, service, and research for that part of the academic year in which they were not on leave.

5.1.3. Phased Retirement

Faculty members on phased retirement are expected to remain active and continue working towards the goals of the department. Their yearly evaluation will cover the areas of teaching, research, and service. The weights for each category can be adjusted to correspond to the faculty member's duties and responsibilities, in conversation with the Department Head. Faculty members on phased retirement will submit their evaluation materials to the Personnel Committee as stipulated in the Personnel Document.

5.1.4. Newly Appointed Faculty Members

Newly appointed faculty members shall be evaluated only on teaching for the first semester of their initial appointment by submitting their evaluation materials to the Department Head within the first four weeks of classes of their second semester. The Department Head will communicate this expectation to new faculty within the first four weeks of their appointment. The evaluation will examine, minimally, teaching evaluations, syllabi, and a teaching narrative prepared by the faculty member.

5.2. Evaluation Scale

The Personnel Committee will use the following scale to rate faculty members' accomplishments in each area (teaching, research, and service; see section 5.4 of this document for specific evaluation details). The whole committee will review and discuss the assessments before providing recommendations to the Head. Based upon the recommendation of the Personnel Committee, the Head shall average the scores together and write an evaluation for the individual faculty member highlighting accomplishments in their designated areas, as well as an overall evaluation.

3.5-4.0	Exceeds Expectations
3.0-3.4	Meets Expectations
2.0-2.9	Acceptable (Fallen below expectations but has met minimum acceptable levels of productivity)

Below 2.0	Unacceptable (Fallen below minimum acceptable levels of productivity, with the “minimum acceptable levels of productivity” referring to the minimum standards outlined in Section 9 below)
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The Head’s letter will mention any significant or extraordinary achievements in teaching, research, or service during the evaluation period. At the discretion of the Head and upon recommendation of the Personnel Committee, this extraordinary achievement may be recognized by a higher rating in the relevant category. The annual evaluation is the basis for recommended salary adjustments for the next academic year. The percentage raise for all faculty members in each category shall be approximately the same. For details regarding Merit Salary Increases, please see *University Handbook*, sections C40-C42.2.

5.3. Weighting of Responsibilities

Kansas State University faculty workload assignments shall be consistent with the university’s Faculty Workload Policy (PPM Chapter 5025) and applicable Kansas Board of Regents requirements. The department’s workload expectations and procedures supplement, but do not supersede, university policy.

5.3.1. Weighting of Responsibilities for Tenured- and Tenure-Track Faculty

After consultation with the Head, each faculty member assigns each area (teaching, research, and service) a weight reflecting their responsibilities in that area. The faculty member may choose a weighting within the limits of the maximum and minimum values in increments of five percentage points.

Area	Minimum weight	Maximum weight
Teaching	40%	55%
Research	35%	45%
Service	5%	20%

The maximum weighting factor in teaching shall normally not exceed 10% times the number of courses taught. However, an additional 5% may be added to the weight for teaching on agreement between the Head and the faculty member to reflect additional teaching duties. These may include summer courses, a course overload, study abroad, significant contributions to mentoring, significant contributions to supervising research projects or internships, or a large total number of students in a given year and the difficulties inherent in the preparation and evaluation of large classes. To receive this additional 5%, the faculty member must submit supporting documentation.

Example:

	<u>Teaching</u>	<u>Research</u>	<u>Service</u>	<u>Total</u>
Professor A	55%	35%	10%	100%
Professor B	40%	40%	20%	100%
Professor C	50%	35%	15%	100%

Faculty members recognize that the highest level in each category demonstrates substantially more work than normal and a higher quality of contribution in that area. In research and scholarly activity, it represents a greater volume and quality of scholarship.

5.3.2. Weighting of Responsibilities for Non-Tenure-Track Faculty

After consultation with the Head, each member of the instructional faculty assigns each area (teaching, research, and service) a weight reflecting their responsibilities in that area. The faculty member may choose a weighting within the limits of the maximum and minimum values in increments of five percentage points.

Area	Minimum weight	Maximum weight
Teaching	80% - instructor titles 60% - teaching professor titles	95% - instructor and teaching professor titles
Research	0% - instructor and teaching professor titles	0% - instructor titles 10% - teaching professor titles
Service	5% - instructor and teaching professor titles	20% - instructor titles 30% - teaching professor titles

The maximum weighting factor in teaching shall normally not exceed 10% times the number of courses taught. However, an additional 5% may be added to the weight for teaching on agreement between the Head and the faculty member to reflect additional teaching duties. These may include summer courses, a course overload, study abroad, significant contributions to mentorship, significant contributions to supervising a research project or internship, or a large total number of students in a given year and the difficulties inherent in the preparation and evaluation of large classes. To receive this additional 5%, the faculty member must submit supporting documentation.

5.3.3. Special Circumstances

Departmental needs and special circumstances may merit exceptions to the weights articulated above in sections 5.3.1 and 5.3.2. Faculty who teach fewer than five sections (for tenure-track faculty) or seven sections (for non-tenure-track faculty) must negotiate the weighting factors for

teaching, research, and service categories with the Head during the annual review process in preparation for the following academic year. The total must equal 100 percentage points. Teaching reductions are often connected to (but are not limited to) roles including Director of Graduate Studies, Director of Undergraduate Studies, Director of the Kirmser Language Center, Lead Advisor, Editor of *Studies in Twentieth and Twentieth-Century Literature*, and GTA Coordinator.

Faculty with significant appointments outside of the department (50% or more) may be subject to different weighting of responsibilities, which would involve different evaluation in consultation with the Head.

Faculty with special responsibilities, such as coordinators of basic language programs in their sections, will have this contribution considered (e.g., at the discretion of the Head, service may be weighted more heavily while research and scholarly activity or teaching is weighted less). The Head will consult other faculty members and graduate teaching assistants to assess the quality of the supervision on the part of coordinators who supervise GTAs. Tenure-track faculty members who receive a reduction in teaching load to coordinate the basic language programs may still specify a weighting factor for teaching up to 50%.

5.4. Preparation of Materials for Annual Evaluation

Faculty members will submit documentation of their professional contributions to the department by the second Friday in September. The below lists required materials, but faculty members may submit additional information beyond what is required.

5.4.1. Teaching

The Department of Modern Languages and the College of Arts and Sciences value teaching that:

- 1) clearly articulates and communicates student learning objectives and outcomes;
- 2) employs student-centered, accessible instruction and materials to foster student success;
- 3) implements fair and transparent assessment practices that provide constructive feedback to students;
- 4) aligns student learning objectives, instruction and materials, and assessments across the course; and
- 5) is regularly refined based on disciplinary best practices and reflection on student outcomes.

In support of these values, the Department of Modern Languages requires that faculty members submit a set of clearly defined teaching-related artifacts for annual evaluation of teaching. Those artifacts are:

- 1) TEVALs for all courses taught during the evaluation period.

- 2) Syllabi for all courses taught during the evaluation period. The syllabi must align with the values listed above by including student learning objectives and outcomes (value 1) and a description of assessment tools and practices (value 3).
- 3) A narrative statement reflecting on teaching activities during the evaluation period. The statement must align with the values listed above by describing efforts to foster student success (value 2) and to refine teaching through disciplinary best practices and reflection on student outcomes (value 5). Reflections pertinent to the other values listed above are encouraged.
- 4) One sample assignment, assessment or class activity from the period under evaluation, along with a brief description of how it relates to the relevant course's student learning objectives and outcomes (value 4). Faculty members may choose to describe other assignments, assessments or class activities in the narrative statement listed above.

All faculty members must submit student evaluations for all courses taught in the year under review, including any summer and study abroad courses. Faculty may select one class to be excluded from the TEVAL average, but that course should still be discussed in the narrative. Faculty must list all courses taught and report the requested information for each course, according to the instructions of the Personnel Committee.

The Personnel Committee will allocate the following weights to the items listed above:

- 1) The average raw score for overall teaching effectiveness from TEVALs (excluding up to one class section as noted above) will comprise 30% of the overall score for teaching. Additional insights from TEVALs, including department-specific TEVAL questions (required when the questions are applicable to the course, which is the case of courses conducted wholly or primarily in a language other than English) or qualitative comments, will comprise 15% of the overall score for teaching.
- 2) The weight allocated to syllabi will comprise 15% of the overall score for teaching. Syllabi will be assessed according to a rubric that will reflect, minimally, values 1 and 3 listed above. In the event that a faculty member is required to use syllabi prepared by others, they must indicate that in their annual evaluation materials. Faculty in that situation must not be penalized for using and submitting syllabi that were provided to them.
- 3) The weight allocated to the teaching narrative will comprise 20% of the overall score for teaching. The narrative will be assessed according to a rubric that will reflect, minimally, values 2 and 5 listed above.
- 4) The weight allocated to the sample assignment, assessment or class activity will comprise 15% of the overall score for teaching. The sample assignment, assessment or class activity will be assessed according to a rubric that will reflect, minimally, value 4 listed above.

For each annual evaluation cycle, the Personnel Committee will share draft instructions and rubrics for discussion with faculty at least 8 months prior to the due date of annual evaluation materials. The Personnel Committee will shared finalized instructions and rubrics with faculty at least 6 months prior to the due date of annual evaluation materials. Whenever possible, instructions rubrics shall remain the same from year to year.

Teaching will be assigned a rating based on the following scale:

3.5-4.0	Exceeds expectations
3.0-3.4	Meets expectations
2.0-2.9	Acceptable
Below 2.0	Unacceptable

5.4.2. Research

In the area of research and scholarly activity, the following standards will apply:

For tenured or tenure-track faculty with 35-45% appointment in research

3.5-4.0	Exceeds Expectations	Acceptance or publication of a book as defined in 5.4.2.1 below, or the acceptance or publication of two or more substantial articles or equivalent publications
		OR Acceptance or publication of one substantial article in a peer-reviewed journal plus at least 4 total instances of the following (items may be repeated): (a) paper presented at scholarly conference, (b) article in published proceedings, (c) published translation of shorter works, (d) scholarly publication for general readership, (e) digital humanities project, (f) book review or critical review, (g) submitting research grant, (h) editing edited volume of an academic journal, (i) writing introduction to edited volume or scholarly collection, (j) invited research presentation
3.0-3.4	Meets Expectations	Acceptance or publication of one substantial article in peer-reviewed journal or equivalent publication
		OR At least 4 total instances of the following: (a) paper presented at scholarly conference, (b) article in published proceedings, (c) published translation of shorter works, (d) scholarly publication for general readership, (e) digital humanities project, (f) book review or critical review, (g) submitting research grant, (h) editing edited volume of an academic journal, (i) writing introduction to edited volume or scholarly collection. (j) invited research presentation, (k) ongoing progress on a book, represented by a new completed chapter

2.0-2.9	Acceptable	3 total instances of the following: (a) paper presented at scholarly conference, (b) article in published proceedings, (c) published translation of shorter works, (d) scholarly publication for general readership, (e) digital humanities project, (f) book review or critical review, (g) submitting research grant, (h) editing edited volume of an academic journal, (i) writing introduction to edited volume or scholarly collection. (j) invited research presentation, (k) documented research for an article, (l) documented progress on a book
Below 2.0	Unacceptable	Little or no scholarly activity documented; this shall be interpreted to mean two or fewer total instances of points (a) through (l) listed under acceptable above

For non-tenure track faculty or faculty with significant appointments outside the department who have appointments in research totaling no more than 25% of workload

3.5-4.0	Exceeds Expectations	Corresponds to exceeds or meets expectations for tenure-track faculty members as noted in the table above
3.0-3.4	Meets Expectations	2 or 3 total instances of the following: (a) paper presented at conference, (b) article in published proceedings, (c) published translation of shorter works, (d) scholarly publication for general readership, (e) digital humanities project, (f) book review or critical review, (g) submitting research grant, (h) editing edited volume of an academic journal, (i) writing introduction to edited volume or scholarly collection. (j) invited research presentation, (k) documented research for an article, (l) documented progress on a book, (m) on-campus research activity such as participating in department research events, presenting research at campus venues, or guest lecturing on research topics
2.0-2.9	Acceptable	1 total instance of the following: (a) paper presented at conference, (b) article in published proceedings, (c) published translation of shorter works, (d) scholarly publication for general readership, (e) digital humanities project, (f) book review or critical review, (g) submitting research grant, (h) editing edited volume of an academic journal, (i) writing introduction to edited volume or scholarly collection. (j) invited research presentation, (k) documented research for an article, (l) documented progress on a book, (m) on-campus research activity such as participating in department research events,

		presenting research at campus venues, or guest lecturing on research topics
Below 2.0	Unacceptable	Little or no scholarly activity documented

The above tables are not exhaustive, and faculty members may provide a rationale for including other items not included above. Faculty members must describe their work and document acceptance of publications or conference presentations by submitting letters of acceptance and copies of chapters, articles, papers, book reviews, etc.

Faculty members may begin to claim credit for published research and scholarly activity anytime between the year of acceptance and one year after it appears in print.

5.4.2.1 Credit for Ongoing Article, Book, or Textbook

Credit for work in progress on an article can count for one year only.

Credit for work in progress on a manuscript that is intended for publication as a book can count for up to five consecutive years. The term “book” is defined below in sections 6.4.1.1 and 6.4.1.2 on promotion and means any of the following: a peer-reviewed scholarly monograph, a peer-reviewed textbook in the faculty member’s area of expertise, a published book-length translation performed by the faculty member, an edited volume where a faculty member authors an introduction and a chapter, and other extended manuscripts that may be considered as books by external reviewers for tenure and promotion. To receive ongoing credit for progress on a book manuscript, the faculty member must include the following:

- 1) The name of the project
- 2) The number of years for which credit has been claimed. This will allow the Personnel Committee to track ongoing progress for books and articles.
- 3) Clear and concrete evidence of progress, such as completed chapters, is required before credit can be allotted.
- 4) Evidence of any grants, articles or other activities that contributed to the book project.

Once the book is published, an additional three consecutive years of Exceeds Expectations (3.5) will be awarded. The faculty member must indicate the number of years for which credit has already been claimed. The faculty member can enhance that rating through evidence of other scholarly activity.

5.4.2.2. Additional Research Activity Formats

Editing of books, revised editions of published books, book-length literary works in the language of the faculty member’s specialty, translations, and creation of materials for the larger research field (e.g., corpora), and other items will be considered research or scholarly activity by the Personnel Committee in consultation with the Head.

5.4.2.3. Research Grants

Credit is awarded for grants both funded and unfunded. Receiving the most selective grants in whatever field (Fulbright annual award, NEH annual award) receives the same credit awarded for an article. Distinctions can be made between funded or unfunded grant proposals requiring extensive submission materials versus those requiring less preparation.

5.4.3. Service

Contributions in service may be considered for evaluation at several levels: language section, departmental, university, professional, and community. The scale for ratings is the same as that of the other categories and that of the overall evaluation:

3.5-4.0	Exceeds Expectations	Outstanding and/or extensive contributions to section and department. Depending on the nature of the appointment, this may also include outstanding and/or extensive contributions to one or more additional areas (university, profession, or community).
3.0-3.4	Meets Expectations	Proportional contributions to section and department, based on one's service appointment. Depending on the nature of the appointment, this may also include service contributions to additional areas (university, profession or community).
2.0-2.9	Acceptable	Minimal service at section and departmental level such as holding required number of office hours; proportionate mentoring of majors, minors, and/or graduate students; assisting with visiting scholars or students; regular attendance at meetings.
Below 2.0	Unacceptable	Less than minimal service.

5.4.3.1. Service Narrative

Faculty members will submit brief narrative descriptions of their service activities. The following points may be considered:

- 1) Brief description of chief service activities and the faculty member's role in those activities
- 2) Estimate of hours involved
- 3) Activities organized by categories (e.g., sectional, departmental, university-wide, professional, community)
- 4) Grants to fund service activities

6. Reappointment, Mid-Probationary Review, Tenure, Promotion, and Post-Tenure Review for Tenure-Track Faculty

6.1. Reappointment Procedures

The Department Head will collect materials from each probationary, tenure-track faculty member being considered for reappointment. This will occur according to the calendar established by the Dean of Arts & Sciences. Materials will consist of:

- 1) Evidence of teaching effectiveness: Student evaluations (generally TEVALs) of all courses taught at K-State, syllabi, and course materials. The term “TEVAL” or “student evaluations” will be used interchangeably throughout this document to refer to any student course evaluation instrument (e.g. TEVAL).
- 2) Evidence of research: Books, articles, proceedings; papers presented at professional conferences; chairing or moderating at professional meetings; book reviews; encyclopedia entries; other relevant items.
- 3) Evidence of service: Departmental or university committees, contributions to professional organizations, and pertinent community activities.

Faculty members may find it helpful to review suggestions for materials in Section 5. Materials should document all activity during the faculty member’s entire probationary appointment at K-State.

Candidates for reappointment will make their materials available by the date established by the Department Head. The Head and tenured faculty will meet at least fourteen calendar days after the review documents are made available to discuss the candidate’s eligibility for reappointment and progress toward tenure. The Head may solicit comments from non-tenured faculty members. Each tenured faculty member will indicate a positive or negative recommendation to the Head, who, in turn, will submit their recommendation to the Dean. Before submitting this recommendation to the Dean, the Head will share their recommendation with the faculty member up for reappointment. Per University Handbook C53.3, The Department Head will provide to the candidate a letter which includes the Head’s recommendation and the rationale for the recommendation, redacted comments to protect anonymity, and the faculty vote.

6.1.1. Reappointment Criteria

Evaluation for reappointment shall include a review of the faculty member’s work in each of the professional areas.

6.1.1.1. Teaching

The faculty member should document evidence of strong teaching skills and effectiveness. This should include all evaluations by students, course syllabi, and a narrative description of the

courses taught. Submission of additional course materials is encouraged. Faculty members are welcome to include other indicators of teaching effectiveness, such as the successful direction of students in research or independent study, effective and diligent mentorship, evidence of student learning (projects, websites, etc.), the introduction of new and/or revised courses, or teaching awards or special recognitions.

Faculty with special responsibilities as coordinators of basic language programs in their sections will have this contribution taken into account. The Head should consult other faculty members and graduate teaching assistants in order to assess the quality of the supervision on the part of coordinators who supervise GTAs.

6.1.1.2. Research

Evidence of ongoing research and scholarly activity must be submitted. Research materials may include, but are not limited to, evidence of the preparation and submission of scholarly articles, ongoing work on more extensive manuscripts, the presentation of papers or workshops at professional conferences, translations, grant applications or awards, digital humanities projects or initiatives, or the publication of book reviews. Although there is no annual quota on research output, it is expected that the candidate demonstrates the potential to meet the standards for promotion with tenure at the end of the probationary period.

6.1.1.3. Service

The probationary faculty member is expected to have participated in the normal functioning of the department, to have performed service on appointed committees in the section, department, or university, and to have rendered service to the profession through involvement in professional organizations and activities. Service may also include undergraduate mentorship, graduate student advising, and community service if relevant.

6.2. Mid-Probationary Review

6.2.1. Mid-Probationary Review Procedures

The mid-probationary review will normally be conducted during the second semester of the probationary faculty member's third full year at K-State. This review is intended to provide tenure-track faculty members with assessments of their performance by the tenured faculty in their areas of research, teaching, and service; to allow the tenured faculty to comment on the probationary faculty member's long-range plans for research and other scholarly activities; to determine whether the accomplishments and goals of the probationary faculty member are consistent with the missions and expectations of the department; and to determine whether reappointment for the fifth year of service is merited.

The procedure for the mid-probationary review is similar to the review procedure for promotion and/or tenure described in 6.3 below, and is consistent with procedures outlined in the current version of the *University Handbook*. The format to be followed and the types of evidence to be provided will be the same as those for tenure/promotion, with the exception that candidates may choose whether to include external reviews for the purpose of mid-probationary review; such external reviews are not generally needed for mid-probationary review. In addition to the documentation listed below in 6.3, the faculty member should submit a three-year research and scholarly activities plan.

As stated in Section C92.1 of the K-State *University Handbook*, a positive mid-probationary review does not ensure that tenure will be granted in the future, nor does a negative review necessarily mean that tenure will be denied.

6.2.2. Mid-Probationary Review Criteria

It is expected that the candidate demonstrates evidence of being on-track towards promotion toward the rank of associate professor at the end of the probationary period. Such evidence would include the documentation of effective teaching, published research and scholarly activity, and a record of satisfactory section, departmental, university, and professional service.

6.3. Tenure Procedures

According to the timeline specified by the Offices of the Provost and Dean, the Head shall collect all pertinent materials from the faculty member being considered for tenure. These will include a summary of their achievements and plans in research, teaching, and service in the format specified by the Office of the Provost. The faculty member seeking tenure shall compile detailed information for each of the years employed at K-State in the following areas:

- 1) Teaching: The faculty member must submit all student evaluations for courses taught during the probationary period at K-State. They may submit supporting materials (syllabi, etc.).
- 2) Research: All publications, papers presented, documentation of grants, panels and meetings chaired, and other research and scholarly activity.
- 3) Service: Evidence of all service contributions to the section, department, university, profession, and community.

6.3.1. Outside Reviewers

Evaluations of the candidate's dossier by recognized scholars in the candidate's area of expertise from institutions other than K-State are an essential part of this file. The following procedures will be used to select outside reviewers. During the six months before evaluation by outside scholars, the candidate will provide a list of five names. The Head will choose two outside

evaluators from this list. Similarly, the Head in consultation with members of the candidate's section and other scholars will prepare a list of five names of potential evaluators. The candidate will have the right to delete any two of the five names. A total of at least four letters will be required, two from each list. However, if the candidate and the Head mutually agree on one or more names, the total number of evaluators may be limited to three. The outside evaluators must be associate or full professors. Should someone from the approved list decline the request to serve as an outside evaluator, another name from the two lists will be selected in the manner prescribed above until the requisite number of evaluators is obtained. If additional names on the list are required, they will be submitted by the candidate and the Head in equal number.

6.3.2. Tenure Recommendation

The candidate compiles and submits a dossier that documents her or his professional accomplishments in teaching and instructional support, research and scholarly activity, and service in accordance with the criteria, standards, and guidelines established by the *University Handbook* (to be submitted in the first part of fall semester). The Head is responsible for making the candidate's file and departmental tenure criteria documents available to tenured faculty members in the department at least fourteen calendar days prior to the scheduled meeting date to discuss the candidate's petition. A cumulative record of recommendations from the reappointment and mid-probationary review meetings, and any outside reviews that have been solicited by the Head will also be made available to the tenured faculty. All tenured faculty members will be asked to review the complete dossier (including the letters from outside reviewers) and to make their recommendation to the Head. Before submitting the recommendation to the Dean, the Head shall explain their recommendation to the candidate and to the tenured faculty.

6.4. Promotion Procedures

Promotion is an acknowledgment of continued intellectual contribution to the department, the university, and the profession. For that reason, candidates for promotion will be judged by their accomplishments while at K-State and, if appropriate, at other institutions. Candidates for promotion should discuss the timeline for going up for promotion during their annual review meetings with the Head and may, in conjunction with the Head, seek additional guidance from the faculty who are eligible to vote on their promotion case.

Candidates shall submit materials which contain all pertinent information about their teaching and instructional support, research and scholarly activity, and service efforts. These materials shall be supplemented by letters from outside evaluators. The procedures shall be the same as those indicated above (section 6.3.1.) for tenure decisions, including the system by which outside reviewers are chosen. The evaluation and recommendation by the Head and the faculty shall be consistent with the guidelines of the current edition of the *University Handbook*. Before submitting a recommendation on promotion to the Dean, the Head shall communicate their recommendation to the faculty member seeking promotion and to the faculty entitled to vote on

the candidate's application for promotion (those at or above the rank for which application is made).

Although efforts have been made to align criteria for annual evaluation and for tenure and promotion, achieving certain ratings in particular years of annual evaluation does not guarantee the outcomes of other evaluative processes. For that reason, faculty are advised to also review the expectations for tenure and promotion and plan accordingly.

6.4.1. Promotion Criteria

The following criteria outlines expectations for promotion to each rank.

6.4.1.1. Promotion to Associate Professor

The guidelines below are the minimal standards necessary for consideration for the rank of Associate Professor. Meeting the minimum standards does not-in itself guarantee promotion.

Teaching: Demonstration of excellent teaching since appointment to the probationary, tenure-track position. This shall generally be interpreted to mean that the candidate will have received ratings of Meets or Exceeds expectations in their annual reviews prior to promotion. This solid record of successful teaching is measured by student evaluations and contributions to teaching which may include: the intellectual rigor of their courses, teaching awards, pedagogical innovations, mentorship of graduate students or undergraduate students in research, developing and/or leading study abroad programs, leading teaching and professional workshops, and similar considerations.

Research: Substantial achievement in an ongoing research and scholarly activity program since appointment to the probationary, tenure-track position. The minimum expectation is at least a book or four peer-reviewed substantial articles, essays in a collection, book chapters, or evidence of other equivalent scholarly activity. In consultation with the Head, the candidate may opt to submit a minimum of three such items, plus a maximum of one of the following types of publications: a creative work, a longer essay in a wide-distribution publication that is editor reviewed, a translation, an Open Education Resource (OER) textbook, or a digital humanities project. The term "book" means any of the following: a peer-reviewed scholarly monograph, a peer-reviewed textbook in the faculty member's area of expertise, a published book-length translation performed by the faculty member, an edited volume where a faculty member authors an introduction and a chapter, and other extended manuscripts that may be considered as books by external reviewers for tenure and promotion. The department values collaborative research as much as single-authored research. The candidate will also submit a narrative accompanying their research dossier to explain and justify the scholarly impetus behind their work.

Service: Demonstration of a reasonable amount of service to the department. In addition, some service outside the department, for example, to the college, to the university, to the profession, or to the community, is expected. This means that the candidate has regularly and willingly accepted service assignments and successfully performed their duties.

6.4.1.2. Promotion to Professor

The rank of Professor presupposes a superior record in all three areas of faculty activity. The candidate is expected to demonstrate leadership in their assigned responsibilities. The standards for promotion to Professor require sustained and distinguished scholarly output.

The guidelines below are the minimum standards necessary for consideration for the rank of Professor. Meeting the minimum standards does not in itself guarantee promotion.

Teaching: Demonstration of outstanding teaching since the last promotion. This solid record of successful teaching is measured by student evaluations, the extent to which the candidate has contributed to the teaching mission of the section and/or department, the intellectual rigor of their courses, special teaching awards, pedagogical innovations, and similar considerations.

Research: Demonstration of significant and consistent research and scholarly activity since the last promotion. The candidate is expected to have a national reputation in the field. This can be demonstrated by discussions of and references to their work in scholarly literature, invitations to give lectures, presentations of papers, contributions of articles to edited collections, requests to referee manuscripts, and the like. The minimum expectations since the last promotion are: either a scholarly book plus one peer-reviewed article; or five refereed articles. The term “book” means any of the following: a peer-reviewed scholarly monograph, a peer-reviewed textbook in the faculty member’s area of expertise, a published book-length translation performed by the faculty member, an edited volume where a faculty member authors an introduction and a chapter, and other extended manuscripts that may be considered as books by external reviewers for tenure and promotion. The candidate will also submit a narrative accompanying their research dossier to explain and justify the scholarly impetus behind their work.

Service: Demonstration of a sustained and substantial record of service to the department. In addition, substantial service outside the department, for example, to the college, to the university, to the profession, or to the community, is expected. This means that the candidate has regularly and willingly accepted service assignments and has successfully performed their duties since the last promotion.

6.5. Post-Tenure Review

The purpose of post-tenure review at Kansas State University is to enhance the continued professional development of tenured faculty. The process is intended to encourage intellectual vitality and professional proficiency for all members of the faculty throughout their careers, so they may more effectively fulfill the mission of the University. It is also designed to enhance public trust in the University by ensuring that the faculty community undertakes regular and rigorous efforts to hold all of its members accountable for high professional standards. The post-tenure review process and documentation shall comply with University and KBOR procedures as outlined in the University Handbook and/or the Policies and Procedures Manual (PPM).

7. Reappointment and Promotion of Non-Tenure-Track Faculty

This section addresses the reappointment of regular non-tenure-track faculty (faculty to whom the Notice of Non-Reappointment policy applies) and the promotion of both regular and term non-tenure-track faculty.

7.1. Reappointment Procedures for Regular Non-Tenure-Track Faculty

Regular non-tenure-track (NTT) faculty must be reappointed each year. The Department Head will collect a reappointment dossier from each regular NTT faculty member being considered for reappointment.

Regular NTT faculty in their first year will assemble their dossier from appropriate materials from the fall semester. For regular NTT Faculty beyond their first year, it will typically suffice that their reappointment dossier be identical to their annual review dossier.

Materials will consist of the following, which will vary according to the weight of allocations in individual contracts:

- 1) Evidence of teaching effectiveness: Student evaluations (typically TEVALs) of all courses taught at K-State, syllabi, and course materials.
- 2) Evidence of service: Service to the section, departmental or university committees, contributions to professional organizations, and pertinent community activities.
- 3) Evidence of research (if applicable): Books, articles, proceedings; papers presented at professional conferences; chairing or moderating at professional meetings; book reviews; and encyclopedia entries.

Faculty members may find it helpful to review suggestions for materials in Section 5.

The reappointment dossier of each regular NTT faculty member will be made available to all eligible faculty for at least fourteen calendar days in advance of a meeting of the Department Head and eligible faculty (eligible faculty includes all other regular NTT faculty, untenured tenure-track faculty, and tenured faculty) to discuss the candidate's eligibility for reappointment. The Head may solicit comments from term instructors and external stakeholders. Each eligible faculty member will indicate a positive or negative recommendation to the Head, who, in turn, will submit their recommendation to the Dean. Before submitting this recommendation to the Dean, the Head will share its contents with the faculty member.

Regular NTT faculty must be explicitly informed in writing of a decision not to renew their appointments in accordance with the Notice of Non-Reappointment policy.

7.2. Reappointment Criteria for Regular Non-Tenure Track Faculty

The standards for the reappointment of regular NTT faculty are the same as those established for tenure-track Faculty in 6.1.1, with adjustments appropriate to the individual contracts of the NTT faculty, especially in regard to the research component.

7.3. Promotion Criteria and Procedures

Although efforts have been made to align criteria for annual evaluation and tenure, promotion, and other evaluative processes, achieving certain ratings in particular years of annual evaluation does not guarantee the outcomes of other evaluative processes. For that reason, faculty are advised to also review the expectations for promotion and plan accordingly.

7.3.1. Promotion of Faculty with Instructor Titles

Persons appointed to these ranks may expect to be promoted on the basis of demonstrated excellence in support of the university's mission and within their discipline. Typically, consideration for promotion from Instructor to Advanced Instructor may occur after a five-year period at the rank of Instructor. Under normal circumstances, consideration for promotion from Advanced Instructor to Senior Instructor may occur after a five-year period at the rank of Advanced Instructor. The Department Head is expected to notify faculty members regarding their progress toward or readiness for promotion review during their annual evaluation.

7.3.1.1. Promotion to the Rank of Advanced Instructor

The guidelines below are the minimal standards necessary for consideration for the rank of Advanced Instructor. Meeting the minimum standards does not in itself guarantee promotion.

Teaching and Instructional Support: Demonstration of outstanding teaching. This is measured by student evaluations and contributions to teaching which may include: the extent to which the candidate has contributed to the teaching mission of the section, the intellectual rigor of their courses, teaching awards, pedagogical innovations, completion of professional development, and similar considerations.

Service: Demonstration of a fair and reasonable amount of service to the language section and department is expected. In addition, service outside the department, for example, to the college, to the university, to the profession, or to the community, may be considered. This means that the candidate has regularly and willingly accepted service assignments and successfully performed their duties.

7.3.1.2. Promotion to the Rank of Senior Instructor

The rank of Senior Instructor presupposes a superior record in teaching and, where applicable, service. The candidate is expected to demonstrate leadership in their assigned responsibilities. The guidelines below are the minimum standards necessary for consideration for the rank of Senior Instructor. Meeting the minimum standards does not in itself guarantee promotion.

Teaching: Demonstration of outstanding teaching. This solid record of successful teaching is measured by student evaluations and contributions to teaching which may include: the intellectual rigor of their courses, teaching awards, pedagogical innovations, completion of professional development, and similar considerations. In addition, the candidate must demonstrate leadership advancing the mission of the section and/or department. Some ways leadership can be demonstrated include:

- 1) presenting pedagogical innovations at departmental, university-level, and external workshops or conferences
- 2) taking on a leadership role in curriculum development
- 3) engaging in research on teaching area or a related field

Service: A sustained and significant record of service to the language section and department is expected. In addition, service outside the department, for example, to the college, to the university, to the profession, or to the community, may be considered. Examples of significant service contributions include program coordination, serving on department or college committees, and organizing student recruitment or retention initiatives.

7.3.1.3. Promotion Procedures for Instructors

Instructors submit their promotion requests to the Department Head during the fall semester of their promotion year and submit all pertinent materials to the Head according to the calendars established by the Provost and Dean and communicated by the Head. The materials will include a summary of achievements and plans in teaching and service. The instructor seeking promotion compiles detailed information in the following areas:

Teaching: all student evaluations for courses taught at K-State since the last promotion; supporting materials demonstrating teaching excellence such as syllabi, examples of student work, evidence of professional development, curricular innovations, any presentations or public-facing research, etc.

Service: evidence of all service contributions to the section, department, university, profession, and community (when applicable)

The Head is responsible for making the candidate's file available to the faculty members eligible to provide recommendations on the promotion case at least fourteen calendar days prior to the scheduled meeting date to discuss the candidate's petition. The eligible faculty members are instructors at or above the rank applied for by the candidate, faculty with teaching professor titles, and tenure-track and tenured faculty. All eligible faculty members will be asked to review

the complete dossier and to make their recommendation to the Head. Before submitting the recommendation to the Dean, the Head shall explain their recommendation to the candidate and to the eligible faculty.

7.3.2. Promotion of Faculty with Teaching Professor Titles

Persons appointed to these ranks may expect to be promoted on the basis of demonstrated individual merit in support of the university's mission and within their discipline. Typically, consideration for promotion from Teaching Assistant Professor to Teaching Associate Professor may occur after a five-year period at the rank of Teaching Assistant Professor. Under normal circumstances, consideration for promotion from Teaching Associate Professor to Teaching Professor may occur after a five-year period at the rank of Teaching Associate Professor. The Head is expected to notify faculty members regarding their progress toward or readiness for promotion review during their annual evaluation.

7.3.2.1. Promotion to the Rank of Teaching Associate Professor

The guidelines below are the minimal standards necessary for consideration for the rank of Teaching Associate Professor. Meeting the minimum standards does not in itself guarantee promotion.

Teaching: Demonstration of outstanding teaching. This is measured by student evaluations and contributions to teaching which may include: the intellectual rigor of the candidate's courses, teaching awards, pedagogical innovations, completion of professional development, and similar considerations. The candidate's teaching record advances the mission of the section and/or department.

Service: A sustained and significant record of service to the language section and department is expected. In addition, substantial service outside the department, for example, to the college, to the university, to the profession, or to the community, is expected. Examples of significant service contributions include large advising loads, program coordination, organizing study abroad initiatives, serving on department or college committees, and organizing student recruitment or retention initiatives.

7.3.2.2. Promotion to the Rank of Teaching Professor

The rank of Teaching Professor presupposes a superior record in teaching and service. The candidate is expected to demonstrate leadership in their assigned responsibilities. The guidelines below are the minimum standards necessary for consideration for the rank of Teaching Professor. Meeting the minimum standards does not in itself guarantee promotion.

Teaching: Demonstration of outstanding teaching. This solid record of successful teaching is measured by student evaluations and contributions to teaching which may include: the intellectual rigor of their courses, teaching awards, pedagogical innovations, student retention initiatives, completion of professional development, and similar considerations. In addition, the

candidate must demonstrate leadership advancing the mission of the section and/or department. Some ways leadership can be demonstrated include:

- 1) presenting subject-area research or pedagogical innovations at conferences
- 2) engaging in professional development
- 3) taking on a leadership role in curriculum development within the department
- 4) developing/leading faculty-led study abroad programs
- 5) applying for grants
- 6) mentoring student researchers

Service: A sustained and significant record of service to the language section and department is expected. In addition, substantial service outside the department, for example, to the college, to the university, to the profession, or to the community, is expected. Examples of significant service contributions demonstrating leadership include:

- 1) departmental or college-level administrative responsibilities
- 2) program coordination
- 3) holding a leadership role in student advising
- 4) mentoring junior faculty
- 5) organizing study abroad initiatives
- 6) serving on department or college committees
- 7) leading departmental recruitment/retention initiatives
- 8) holding a position in a professional organization

7.3.2.3. Promotion Procedures for Faculty with Teaching Professor Titles

Faculty submit their promotion requests to the Department Head during the fall semester of their promotion year and submit all pertinent materials to the Head according to the calendars established by the Provost and Dean and communicated by the Head. The materials will include a summary of their achievements and plans in teaching and service. The faculty member seeking promotion must compile detailed information in the following areas:

Teaching: all student evaluations for courses taught at K-State since the last promotion; supporting materials demonstrating teaching excellence such as syllabi, examples of student work, evidence of professional development, curricular innovations, any presentations or public-facing research, etc.

Service: evidence of all service contributions to the section, department, university, profession, and community.

The Head is responsible for making the candidate's file available to the faculty members eligible to provide recommendations on the promotion case at least fourteen calendar days prior to the scheduled meeting date to discuss the candidate's petition. The eligible faculty members are faculty with teaching professor titles at or above the rank applied for by the candidate, as well as tenure-track and tenured faculty. All eligible faculty members will be asked to review the complete dossier and to make their recommendation to the Head. Before submitting the

recommendation to the Dean, the Head shall explain their recommendation to the candidate and to the eligible faculty.

8. Professorial Performance Award

Per *University Handbook* C49.1, the Professorial Performance Award rewards strong performance at the highest rank with a base salary increase in addition to that provided for by the annual evaluation process.

The minimum criteria for these awards are:

- 1) The candidate must be a full-time professor (either tenured or non-tenure-track) and have been in rank at least six years since the last promotion or Professorial Performance Award.
- 2) The candidate must show evidence of sustained productivity in at least the last six years before the performance review.
- 3) The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to Professor according to the current approved departmental standards.

The faculty member must notify the Department Head that they wish to be considered for this award according to the timeline established by the Provost and Dean and communicated by the Head. At that time, the candidate will prepare a file which includes a current CV and a letter requesting that they be considered for the Professorial Performance Award.

The Personnel Committee or the Head may ask questions relating to the professor's performance before a decision is reached. The Department Head, in consultation with the Personnel Committee, must review the candidate's record for evidence of sustained productivity and consistency with approved departmental standards. The Personnel Committee's role is strictly advisory and does not include making an independent evaluative recommendation. The Department Head retains sole evaluative authority and forwards an appropriate recommendation to the Dean based on the documented record and established criteria. The candidate will have the opportunity to discuss the Head's written evaluation and recommendation. In the case of a negative recommendation, the candidate may make a written appeal to the Head and the Dean. This must be done within seven working days of the initial discussion.

9. Minimum Standards for Retention of Tenure/Chronic Low Achievement

Because the department has faculty members serving in varied ranks and capacities in the various languages taught, how rank may affect yearly expectations will be dealt with on an individual basis in accordance with the Provost's policy requiring each faculty member to set their own yearly goals. In all of the following categories, the department assumes that each tenured faculty member will uphold high standards of professional honesty and integrity in each

category. If a tenured faculty member receives an overall evaluation below Meets Expectations or an evaluation of Unacceptable in any area (teaching and instructional support, research and scholarly activity, or service) for two consecutive years or three out of five years, this will constitute evidence of chronic low achievement and warrant consideration for dismissal for cause. For further clarification of the purpose of minimum standards and their use, consult the *University Handbook*, Section C31.5-31.8.

9.1. Teaching

Minimum requirements for retention in teaching include the following:

- 1) Faculty will provide instruction appropriate to the mission of the department and in line with the College of Arts and Sciences Teaching Values and Commitments.
- 2) Faculty will provide students with the following information in writing for each course they teach:
 - a. what the aims or purpose of the course are,
 - b. how the course will be organized,
 - c. how the students will be evaluated (including the effect of absences on their grades).
- 3) Faculty will meet scheduled classes regularly except for:
 - a. illness, accident, or attendance at professional meetings.
 - b. occasional times where other forms of instruction are scheduled during or in lieu of class time (for example, individual conferences, a film too long to be viewed during class, a workday for students to use the library).
- 4) Faculty will hold a reasonable number of regularly scheduled office hours at times convenient to students.
- 5) Faculty will arrange for student evaluation of teaching in accordance with departmental, college, and university regulations.

Per the College of Arts and Sciences Policy on Unit Evaluation of Teaching (28 January 2026), in no case where teaching is 20% or greater of a faculty member's workload will an individual receive "meets expectations" or above on their overall annual evaluation if they fail to meet minimum expectations in teaching.

9.2. Research

For each review period, faculty will actively pursue scholarship, which may include, but is not necessarily limited to, any of the following:

- 1) Research, writing or critical editing that results in at least one of the following: a sole-edited or co-edited book; writing reviews, translating, or publishing scholarly, critical, creative or pedagogical work related to the mission of the department.
- 2) Presenting such work at local, state, regional, national, or international meetings
- 3) Integrating the results of research or scholarship into teaching or service

9.3. Service

For each evaluation period, faculty will be active participants in the ongoing activities and business of their respective sections and the department. Additionally, faculty will engage in college, university, professional, or community service, which may include, but is not necessarily limited to, any of the following:

- 1) Participating on section or departmental standing and ad hoc committees, working in a departmental administrative position, or participating in other service capacities as may be arranged with the administration of the college.
- 2) Participating on college standing and ad hoc committees, working in a college administrative position, or participating in other service capacities as may be arranged with the administration of the university.
- 3) Participating on university standing and ad hoc committees, serving in the Faculty Senate, working in a university administrative position, or participating in other service capacities as may be arranged with the Provost and/or other university administrators.
- 4) Participating as an officer on boards, or in other ways in professional organizations, and assisting journals and publishers or academic on-line lists.

9.4. Procedure for Appealing an Evaluation

In the event that a faculty member receives an overall rating on an annual evaluation that is below their expectations and/or fails to meet minimum-acceptable standards in any area, the faculty member must first discuss her or his written evaluation with the Department Head. Following review and discussion of the evaluation, faculty members must sign a statement acknowledging this opportunity. The Department Head will confer with the Personnel Committee and the faculty member within two weeks, should there be remaining differences. Faculty then have seven working days following the review and discussion to submit a written statement regarding unresolved differences. The statement of unresolved differences must be attached to and maintained with the evaluation. Faculty members who wish to lodge a grievance beyond this policy must follow the procedures outlined in Appendix G in the *University Handbook*.