

Department

College

Policy Statement Concerning:

Personnel Review and Evaluation Standards/Procedures

- **Performance Evaluation Criteria**
- **Annual Evaluation**
- **Reappointment Evaluation for:**
 - **Annual Reappointment Reviews**
 - **Mid-Tenure Review**
- **Tenure**
- **Promotion**
- **Professorial Performance Award**
- **Chronic Low Achievement**
- **Post-Tenure Review**
- **Non-Tenure Track Faculty Titles**

Approved by Faculty Vote on ()

NEXT REVIEW DATE:

<i>J. Spencer Clark</i> Department Head's Signature	<i>10-20-2025</i> Date
<i>D Mercer</i> Dean's Signature	<i>12/4/2025</i> Date
<i>WBB</i> Provost's Signature	<i>7/10/2026</i> Date

**Kansas State University
College of Education**

Department of Curriculum & Instruction
Constitution and Bylaws

Guiding Policies, Procedures, and Principles

Revised: July, 2025

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SECTION I: THE DEPARTMENT OF CURRICULUM & INSTRUCTION

We, the Department of Curriculum and Instruction (C & I), affirm our commitment to the land-grant values and mission of [Kansas State University](#) (KSU) and the [College of Education](#) (COE). We embrace the responsibility to develop a highly skilled and educated citizenry that advances the well-being of Kansas, the nation, and the global community. We strive to embody excellence in instruction, research, outreach, and service. Through our programs, partnerships, and initiatives, our department educates professionals who accurately perceive the contexts and problems of education, carefully synthesize powerful research-based ideas and data, and critically evaluate curricular issues to create innovative solutions for real-world challenges across schools, communities, and governments. Together, we aim to inspire creativity, inquiry, innovation, and lifelong learning that positively impact society and transform lives. This Constitution establishes a structure of shared governance to advance these aims.

Department History

KSU, founded in 1863 as a land-grant institution, has a long and distinguished history in preparing professional educators. Teacher licensure programs and professional education coursework began at the turn of the twentieth century. In 1953, the Education Department received full accreditation from the American Association of Colleges for Teacher Education. In 1965, the COE was officially established, evolving from its previous designation as a School of Education.

The original department was formed in 1980. Since then, it has undergone many changes and variations in structure, focus, and leadership. These transitions reflect the evolving needs of teacher education and a continuous commitment to preparing effective educators across grade levels and subject areas. In 2010, the Departments of Elementary Education and Secondary Education voted to create the current Department of C & I to better serve undergraduate and graduate students. This reorganization built a unified home for education faculty working across disciplines and levels of education.

As of May 2025, the C & I offers a comprehensive array of programs preparing educators and scholars for diverse educational settings. In addition to longstanding undergraduate and graduate programs, the department has dramatically expanded its reach through online education. C & I now offers fully online undergraduate programs, including the Bachelor of Science in Education (BSO), and fully online graduate programs, including the Master of Arts in Teaching (MAT). These programs, along with online master's degrees, doctorates (Ph.D. and Ed.D.), certificates, endorsements, and credentials, extend the department's impact across Kansas, the nation, and the world. This expansion reflects the department's commitment to innovation, access, and teacher/leader preparation excellence. C & I remains dynamic and responsive to the needs of students, schools, and society. It continues its tradition of leadership in education while embracing new frontiers in online and AI-assisted teaching and learning.

Department Programs and Initiatives

The department offers comprehensive programs and initiatives to prepare educators and scholars for diverse educational settings. The department's offerings are dynamic; for the most current information, see the department [website](#).

- **Undergraduate Programs:**
 - Elementary Education (Pre-K-6)
 - Secondary Education (6-12)
 - Educational Studies
- **Graduate Programs:**
 - Master of Arts in Teaching (M.A.T.)
 - Master of Science (M.S.) in Curriculum and Instruction
 - Doctor of Philosophy (Ph.D.) in Curriculum and Instruction
 - Doctor of Education (Ed.D.) in Curriculum and Instruction
- **Certificate and Endorsement Programs:**
 - Computer Science Education Undergraduate Certificate
 - Educational Technology Graduate Certificate
 - Educational Technology Undergraduate Certificate
 - English as a Second Language (ESL) Endorsement
 - Reading Specialist Endorsement
 - Sports Performance Coaching Certificate
 - Teaching and Learning Graduate Certificate
- **Centers and Partnerships:**
 - Professional Development School Network
 - Center for Student Success and Professional Services
 - Center for Intercultural and Multilingual Advocacy (CIMA)
 - Center for Social Studies Education
 - Rural Education Center
 - KSU/USD #383 Summer STEM Institute

SECTION II: DEPARTMENTAL STRUCTURE

The department operates within the governance frameworks established by KSU, the COE, departmental policies, and this constitution. This structure defines the department's relationships with other units within the COE and across the university.

University Governance

KSU is governed by the Kansas Board of Regents and administered by the University President, who serves as the chief executive officer. The Provost and Executive Vice President, Vice Presidents, Deans, and other administrative leaders support the President.

The [KSU Handbook](#) outlines the organizational hierarchy, faculty responsibilities, academic procedures, and institutional policies. It serves as the primary reference for faculty and staff regarding university operations. KSU maintains an [organizational chart](#) that displays C & I's affiliations throughout the broader university community.

COE Governance

The COE is led by the Dean, who oversees the college's operations, strategic planning, budgeting, and personnel management. The college comprises several departments, including C & I. Faculty and staff within the COE adhere to policies and procedures detailed in the [COE Policies and Procedures Handbook](#) and the [Orientation Guide for Faculty](#). These documents guide academic policies, faculty responsibilities, and operational procedures within the college.

Departmental Governance

At the departmental level, C & I reports directly to the Dean of the COE. This document outlines its governance structure, faculty responsibilities, and operational procedures.

Relationship to Other Units

C & I is one of several departments within the COE. The department collaborates with other units within the college and the broader university through joint programs, interdisciplinary initiatives, and participation in college and university committees. Faculty members contribute to various college-wide and university-wide committees, including the COE Faculty Assembly and the University Faculty Senate, ensuring representation and shared governance across institutional levels.

Graduate School Affiliation

Colleges and departments offering graduate instruction and advanced degrees are subject to the rules and regulations of the Graduate School, which stands apart from the other units in the university. The Department of C & I adheres to the policies and procedures established by the Graduate School as delineated in the Graduate Handbook, including those pertaining to eligibility for graduate faculty membership and certification to teach graduate classes, supervise graduate research, and direct doctoral dissertations as enacted by the Graduate Council and administered by the Graduate Dean.

SECTION III: DEPARTMENT LEADERSHIP, GOVERNANCE, AND BUDGET

The department is governed through collegial leadership, shared responsibility, and transparent decision-making. At the center of this model is the Department Chair—typically a full or associate, tenured faculty member—who serves as a faculty leader with administrative responsibilities. The Chair ensures that departmental operations align with the mission and values of the department, the COE, and KSU. This model of department governance emphasizes trust, shared vision, and professional respect among faculty, staff, and administrators. The Chair consults closely with the C & I Leadership Committee and the broader department community to carry out the department's work and ensure that all decisions reflect the collective goals and expertise of its members.

Chair Responsibilities

The Chair shall provide collaborative and strategic leadership across all facets of departmental life. In close consultation with the C & I Leadership Committee and the department's faculty and staff, the Chair shall:

- Communicate department priorities and needs to the Dean and other university leaders
- Facilitate inclusive, transparent, and effective decision-making processes
- Coordinate curriculum development, program review, and academic planning
- Support state and national accreditation requirements
- Support the department's teaching, research, service, and outreach missions
- Oversee workload assignments and annual performance evaluations
- Lead hiring efforts and support onboarding, mentoring, and retention of faculty and staff
- Supervise administrative operations and ensure efficient use of department resources
- Develop and implement departmental budgets in consultation with faculty
- Promote a positive, professional, and collaborative departmental culture
- Encourage innovation, strategic partnerships, and interdisciplinary initiatives
- Represent the department internally and externally with integrity and vision

The Chair may delegate specific administrative functions to faculty or staff but is responsible for ensuring that departmental operations meet university expectations and support the department's strategic goals.

Chair Selection

The Chair shall be elected using a secret ballot by a majority vote of eligible voting faculty (see Section V). Nominations shall be submitted before the final department meeting in the spring semester of the final year of the sitting Chair's term. The Dean retains the authority to call for an open, external search when a vacancy occurs or a suitable internal candidate is unavailable. In the case of an open search, a search committee shall be formed per university and departmental policies.

Chair Term and Term Limits

The Chair shall be elected to a three-year term and may serve no more than two consecutive terms (six years total). A former Chair may be re-elected after a break of at least one full term. A Chair may be nominated by the Dean or faculty and elected by the faculty to additional terms by a supermajority (i.e., 75%). Terms begin on July 1 of the year elected.

Chair Evaluation

Although the Chair formally reports to the Dean of the COE, the Chair shall also be reviewed annually by department faculty and staff through a confidential, anonymous survey conducted by central administration or another neutral university entity. The annual review instrument shall be created and periodically revised by faculty and staff, in collaboration with the Chair. Department Chair surveys shall be conducted annually in March.

C & I Leadership Committee Responsibilities

The C & I Leadership Committee is vital in governing a large and complex academic unit. With broad programmatic reach—spanning undergraduate education, graduate education, research centers, professional partnerships, and special projects—the department requires a representative, faculty-led committee that ensures coherence, responsiveness, and fairness in decision-making. The Leadership Committee shall advise the Chair on all matters concerning the academic and operational life of the department (see Chair Responsibilities), except for those involving confidential or sensitive personnel, legal, or compliance issues where such consultation would violate university policy or legal protections.

C & I Leadership Committee Composition and Selection

The C & I Leadership Committee is elected by faculty and composed of four TT or NTT senior (i.e., Associate or Full) faculty members to represent the following tracks:

- Undergraduate Teacher Education
- Graduate Teacher Education
- Centers, Special Projects, and Outreach
- Doctoral Education

In addition, one junior (i.e., Assistant) TT or NTT faculty member will represent the following track:

- Early Career Faculty Affairs

Leadership Committee members serve staggered three-year terms to ensure continuity and shared institutional memory. Members shall be elected to a three-year term and may serve no more than two consecutive terms (six years total). A former member may be re-elected after a break of at least one full term. Terms begin on July 1 of the year elected.

Department Budget

The Department of C & I acknowledges the responsibility and privilege of faculty self-determination of resource allocation. The Chair, in consultation with the Leadership Committee, is entrusted with prudently and efficiently administering the budget and ensuring that expenditures align with the department's mission and strategic priorities. Faculty will help shape the direction of the department and its resource allocation to support academic programs, research initiatives, and ongoing professional development.

Transparency & Reporting

The Chair will provide faculty with an overview of the department's financial status through an Annual Budget Summary to promote transparency and encourage collaborative planning. The summary will support informed conversations about resource allocation, program development,

and strategic priorities. The Chair will present the Annual Budget Summary at the August department meeting. The report will include:

- A general overview of departmental revenues and expenditures from the past fiscal year.
- Notable variances between projected and actual resource use.
- Key budgetary priorities and anticipated resource needs for the upcoming fiscal year.

Equitable Resource Allocation

Faculty members can expect fair access to departmental resources based on program priorities and funding limitations. Considerations of programmatic benefit (e.g., advancing the mission), strategic importance (e.g., addressing professional needs/demands), and fiscal responsibility (e.g., cost-benefit analyses) will guide decisions about resource distribution.

SECTION IV: FACULTY IDENTITY, EXPECTATIONS, AND APPOINTMENTS

Faculty are essential to advancing the department's mission of excellence in teaching, research, service, and outreach. The department consists of faculty whose roles and responsibilities reflect a variety of appointment types, including tenure-track, clinical, research, teaching, professor of practice, and instructor positions. Regardless of appointment type, all faculty are expected to contribute meaningfully to instruction, student mentorship, scholarship or creative activities, service, and departmental governance. Faculty are also expected to uphold the department's commitment to inclusive practices, academic integrity, and professional collaboration. As outlined below, specific responsibilities and expectations vary based on faculty rank and appointment type.

Tenure-Track Faculty Appointments

Tenure-track (TT) faculty are full-time faculty members appointed with the expectation of earning tenure through demonstrated excellence in teaching, research, or creative activity, and service. Their primary responsibilities include advancing scholarship in their field, delivering high-quality instruction, contributing to departmental and university governance, and engaging in professional and community service. Tenure-track faculty undergo periodic evaluations, culminating in a comprehensive tenure review. Tenure-track faculty progress through the following ranks:

- **Assistant Professor.** Early-career faculty engaged in teaching, research and development, and service, with the expectation of scholarly productivity and progression toward tenure and promotion.
- **Associate Professor.** A tenured faculty member who has demonstrated excellence in research, teaching, and service, contributing substantially to the academic community and profession.
- **Professor.** The highest academic rank for tenure-track faculty, awarded based on a sustained record of significant contributions to scholarship, teaching, leadership, and service at local, national, and/or international levels.

Non-Tenure-Track Faculty Appointments

Non-tenure-track (non-TT) faculty are full-time or part-time faculty members who contribute to the department's teaching, research, service, or outreach missions without eligibility for tenure. Appointment types include instructors, research faculty, clinical faculty, professors of practice, and teaching faculty. Their primary responsibilities vary by role but generally focus on excellence in instruction, applied research, professional engagement, and program development. Individuals on these appointments are not eligible for tenure and are not eligible to vote on matters of tenure or promotion for TT faculty. Non-TT faculty are appointed on renewable or fixed-term contracts and are evaluated regularly based on performance and departmental needs. Non-tenure track faculty serve in a variety of roles:

- **Instructor (Instructor, Advanced Instructor, Senior Instructor).** Faculty primarily dedicated to instruction.
- **Research Faculty (Research Assistant Professor, Research Associate Professor, Research Professor).** Faculty primarily engaged in externally funded research activities,

with responsibilities centered on scholarly inquiry and project leadership, and without tenure eligibility.

- **Clinical Faculty (Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor).** Faculty emphasizing teaching and clinical service, often collaborating with K–12 schools, professional development programs, or teacher preparation initiatives.
- **Professor of Practice, Senior Professor of Practice.** Faculty with substantial professional expertise outside academia who contribute to the department’s instructional mission and applied research initiatives. These appointments emphasize teaching, service, and practice-based leadership without tenure eligibility.
- **Teaching Faculty (Assistant Professor, Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor).** Faculty primarily dedicated to instruction and curriculum development, with additional service or scholarship responsibilities, especially in areas related to the scholarship of teaching and learning.

Emergency Appointments/Temporary Hires

Emergency appointments/temporary hires are occasionally necessary to ensure continuity of instruction and departmental operations. Such appointments are used to address short-term or urgent departmental needs when a complete search process is not feasible. In such exigent circumstances, the Department Chair may make a temporary appointment. Any temporary appointment must be announced to the faculty by the Chair before its start. If the appointment is to be extended beyond one year, a formal search must be conducted following departmental and university procedures.

Term and Regular Appointments

All C & I faculty are appointed under two general categories: term appointments and regular appointments. These appointment types determine the nature of the contract, eligibility for certain rights and responsibilities, and the processes by which faculty are evaluated and renewed. Include a link to the university handbook.

- **Term Appointments.** Fixed-length contracts, typically renewable, that do not carry tenure eligibility. Term appointments are evaluated for renewal based on performance and departmental needs.
- **Regular Appointments.** Ongoing appointments that afford faculty certain rights and protections, including voting eligibility, as outlined in departmental and university governance documents. Regular appointments do not inherently lead to tenure unless explicitly designated.

Workload Expectations

Faculty workload assignments follow the general guidelines of the COE and are negotiated with the Chair. If the faculty member and Chair remain unresolved about workload allocation, the faculty member may request a meeting with the Dean to resolve the issue, whose decision is final.

- **TT Faculty Workload Expectations.** The COE workload aligns with university standards (see [KSU Handbook Appendix Y](#)). Specifically, for TT faculty, the standard workload in the COE is 40% Teaching, 40% Research, and 20% Service. However, it is not atypical for COE faculty members to have a 60%, 20%, 20% workload, depending on the needs of the department and the circumstances of individual faculty members, which

may deviate from the standard to include more teaching, research, or directed service in their assignments.

- **Non-TT Faculty Workload Expectations:** The university's baseline workload for non-TT faculty in the COE is 80% teaching and 20% service. However, it is common for non-tenure-track faculty to have a 90% teaching and 10% service workload. Significant variability will occur within and across departments based on factors such as faculty position (e.g., Instructor, Teaching Professor, Research Professor, Professor of Practice, etc.), the specific demands of each academic unit, the nature of the courses assigned (e.g., undergraduate, graduate, writing-intensive, number of students), and the combination of courses faculty are asked to teach in a given semester or academic year.
- **Faculty with Administrative Appointments:** Faculty assigned administrative roles (directed service) within the college or department (e.g., Dean, Associate Dean, Assistant Dean, Center Director, Program Director, College Coordinator, etc.) require adjusted expectations for teaching, research, administration, and service expectations. These adjustments are typically influenced by factors such as the size of the unit, the scope of the administrative responsibilities, and other relevant considerations. The extent of the reduction in other duties is determined by the demands of the administrative role and the need to balance these responsibilities with other academic obligations.

SECTION V: FACULTY VOTING

Faculty voting is a foundational component of shared governance in the department. As a diverse and collaborative academic unit, C & I relies on inclusive, participatory decision-making to guide its curriculum, policies, leadership, and strategic direction. Voting is both a responsibility and a privilege of eligible faculty members, ensuring that departmental decisions reflect the collective expertise, values, and long-term commitments of those entrusted with advancing its mission. This section outlines who may vote, how votes are conducted, and the procedures that support fair, transparent, and impartial governance. Eligible voting faculty are defined consistently across all departmental policies.

Voting Eligibility

Voting privileges on departmental matters are granted to:

- **Tenured and Tenure-Track (TT) Faculty.** Full-time TT faculty holding the rank of Assistant Professor, Associate Professor, or Professor.
- **Non-Tenure-Track (Non-TT) Faculty.** Full-time Non-TT faculty holding the rank of Assistant Professor, Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor, Research Assistant Professor, Research Associate Professor, Research Professor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor, Professor of Practice, Senior Professor of Practice, and Instructors.

Staff, part-time faculty, and temporary hires/emergency appointments are non-voting members. However, nonvoting members are encouraged to fully engage in deliberations, offer perspectives, and inform/persuade voting members. This structure ensures that voting rights reflect long-term responsibility for the department's academic programs, research agenda, and governance while respecting the voices of all C & I faculty and staff.

Quorum

A quorum is required for all formal department votes. A quorum is defined as a simple majority (one more than half) of the eligible voting faculty, including those voting absentee or proxy.

Voting Methods

Departmental decisions may be made by one of the following methods in alignment with [Robert's Rules of Order](#):

- **Voice Vote/Show of Hands.** The Chair poses the question, and voting members respond verbally or by raising their hands. Based on the volume of responses, the Chair announces the result.
- **Secret Ballot.** This is required for the election of the Department Chair or upon request by any voting member. It ensures anonymity and encourages impartial decision-making.

Secure Electronic Secret Ballots

When a secret ballot is requested or required, it may be conducted electronically using a secure, university-approved voting platform (e.g., Qualtrics). This procedure shall include:

- **Authentication.** Each eligible faculty member receives a unique, single-use voting link via university email. Voter identity is authenticated, but individual votes remain anonymous.

- **Access Control.** One vote per person. Ballots cannot be forwarded or reused.
- **Voting Period.** Voting remains open for a defined window (typically 24–48 hours), and eligible voters are sent automated reminders.
- **Ballot Counting.** Results are automatically tallied by the platform and reviewed by the Chair or a designated representative.
- **Reporting.** Only aggregate results are reported to the department. Aggregate voting results will be securely stored for one academic year.

A paper-based secret ballot may be used if an electronic platform fails or if agreed to by a majority of faculty.

Absentee and Proxy Voting

- **Absentee Voting:** Voting members who anticipate an absence may submit an absentee ballot in writing to the Chair before the meeting begins. The Chair will include that vote in the final tally.
- **Proxy Voting:** A voting member may designate another voting faculty member to vote on their behalf. This must be submitted in writing to the Chair before the meeting and announced at the meeting's start.

Committee Organization and Representation

- **C & I Standing Committees** (e.g., C & I Leadership Committee) are constituted according to departmental bylaws and structured to reflect the diversity of programs and faculty expertise.
- **COE Standing Committees** (i.e., Academic Affairs, Faculty Affairs, Student Affairs, Diversity for Community, and Technology) identify their department representative through nomination by eligible faculty and confirmed by majority vote.
- **Ad Hoc Committees** are organized by faculty and/or the Chair based on the needs of faculty, programs, and initiatives, and/or the department.
- **Search Committees** identify and recommend candidates contributing to the department's commitment to teaching, research, service, and outreach excellence (see Section VI).

SECTION VI: FACULTY RECRUITMENT, SELECTION, AND RETENTION

The department recognizes that hiring and retaining high-quality faculty are critical processes shaping its future and its ability to fulfill its mission. Faculty search committees identify and recommend candidates contributing to the department's commitment to teaching, research, service, and outreach excellence. All department members are responsible for fostering a culture that welcomes new members, encourages participation, and values their contributions.

Use of Search Committees

Except in exigent circumstances, elected faculty search committees will recommend all tenure-track (TT) and non-tenure-track (non-TT) candidates to the Chair. If time or other circumstances do not allow the use of a search committee, the Chair may hire an instructor temporarily (i.e., for 12 months or fewer) after notifying the department faculty. Any continuation beyond the temporary appointment must proceed through a formal search process (i.e., use of a search committee).

Responsibilities and Process

Faculty search committees are responsible for conducting a fair, transparent, and rigorous search process that follows university policies and procedures and advances the department's goals and mission. Committees review applications, conduct interviews, evaluate candidates, and solicit feedback from departmental stakeholders as appropriate. Public presentations or teaching demonstrations may be held, with all faculty, staff, and students invited to provide input. The committee deliberates carefully to identify candidates who demonstrate excellence in their field and the potential to contribute positively to the department's culture and mission. Upon completing their evaluation process, search committees make formal recommendations to the Dean, who makes binding hiring decisions and negotiates contracts.

Tenure-Track Faculty Searches

Search committees for TT faculty positions shall be composed solely of TT faculty members. The committee shall consist of at least four members elected by eligible faculty (see Section V). Additional members may be appointed at the committee's discretion if their expertise or perspective is deemed beneficial to the search process.

Non-Tenure-Track Faculty Searches

Search committees for non-TT faculty positions may include TT and non-TT faculty members. The committee shall consist of at least four members elected by eligible faculty (see Section V). Additional members may be appointed at the committee's discretion if their expertise or perspective is deemed beneficial to the search process.

Faculty Retention and Mentorship

The department is committed to successfully integrating, developing, and retaining its new faculty members. Effective mentorship by the Chair and faculty, along with departmental support, is critical to advancing faculty careers and ensuring the department's long-term success. Upon hiring, all new tenure-track (TT) and non-tenure-track (non-TT) faculty members shall be assigned one or more formal mentors, selected based on shared academic interests, career goals,

or other relevant factors. Mentors meet regularly with mentees to guide teaching, research, service obligations, departmental culture, annual evaluations, and long-term career planning. Mentors shall assist TT faculty in understanding expectations for mid-probationary review, tenure, and promotion processes. The department shall recognize faculty achievements to foster a culture of excellence and appreciation. In addition, newly hired TT faculty may engage in the COE mentoring program

SECTION VII: ANNUAL REVIEW OF FACULTY

The annual review process is a crucial element of faculty development within C & I. It offers a structured opportunity for constructive feedback on teaching, research and development, and service while acknowledging faculty achievements and contributions to the department, college, university, and the broader profession. This process helps recognize achievements and identify areas for professional growth. By documenting faculty performance, the annual review guides decisions regarding promotion, tenure, and merit pay considerations. Ultimately, it ensures that faculty activities align with the Department's mission and strategic objectives. Each faculty member is responsible for contextualizing their contributions to illustrate the importance and impact of their work.

Required Materials

To facilitate a comprehensive and informed annual review, each non-tenure-track (non-TT) and tenure-track (TT) member must submit annual review materials electronically by January 15th of each year. The Department Chair and, where appropriate, senior faculty review these materials.

- **Faculty Self-Report.** A brief narrative of activities and accomplishments in teaching, research and development, and service during the previous calendar year (January 1 – December 31). This report should 1) highlight significant achievements and contributions and 2) provide context for the faculty member's work, including explanations of the nature, development, and significance of their teaching, research and development, and service efforts.
- **Annual Goals and Progress on Previous Goals.** A bulleted list of what the faculty member hopes to accomplish as a teacher, researcher/developer, or service provider in the coming year and a brief statement addressing progress made on goals outlined in the previous year's annual review and any adjustments to those goals.
- **Updated Curriculum Vitae (CV).** A current CV that reflects all professional activities and accomplishments.
- **Teaching Materials.** All unedited teaching evaluations (e.g., TEVALS) from the previous year, new or significantly revised syllabi, documented number of advisees and specific advising contributions, evidence of teaching/advising excellence (e.g., awards, letters of appreciation), and/or representative examples of new or revised course materials (e.g., assignments, presentations, assessments).
- **Research, Scholarship, Creative Activity, and Development (RSCAD).** Electronic copies of published works from the previous year (e.g., journal articles, book chapters, books), evidence of grant submissions and awards, evidence of research excellence (e.g., awards, recognitions), verification of presentations at conferences or workshops, and/or updates on or evidence of completed development projects such as innovative university-based projects and programs, professional development materials, K-12 curricular materials or textbooks, technological innovations, media productions (e.g., podcasts, webinars, videos), curricular frameworks, or educational policies.
- **Service Materials.** A summary of significant service contributions (e.g., committee work, professional organization activities, community engagement), documentation of

service activities (e.g., committee reports, letters of appreciation), and/or evidence of service excellence (e.g., service awards or recognition).

Review Criteria

The evaluation criteria align with the C & I's promotion and tenure guidelines and consider the faculty member's rank, workload, and context in completing assigned responsibilities. Faculty members must demonstrate their contributions and impact in the areas outlined for their title in the promotion and tenure section.

- **Teaching.** Evaluation of teaching will consider, but not be limited to:
 - Course design and delivery (face-to-face, online, hybrid, and/or field-based).
 - Student and/or peer evaluations.
 - Curriculum development and innovation.
 - Student mentoring and advising.
 - Integration of research and teaching best practices.
 - Use of instructional technologies and/or innovative resources.
 - Commitment to continuous improvement through reflective practice and assessment data.
- **RSCAD.** Evaluation of research and development will consider, but not be limited to:
 - A clear and coherent research and/or development agenda.
 - Scholarly outputs (e.g., peer-reviewed journal articles, book chapters, books, conference presentations).
 - Development contributions (e.g., innovative university-based projects and programs, professional development materials, K-12 curricular materials or textbooks, technological innovations, media productions (e.g., podcasts, webinars, videos), curricular frameworks, or educational policies).
 - External funding (grants, contracts, fellowships).
 - Interdisciplinary collaborations and partnerships.
 - Impact of research and development activities (e.g., journal or publisher reputation, citation statistics, adoption of products by educators or policymakers, enrollment numbers, sales figures, or other indicators of success).
- **Service.** Evaluation of service will consider, but not be limited to:
 - Department, college, and university committee involvement.
 - Professional organization leadership and engagement.
 - Contributions to K-12 education, teacher preparation, or policy development.
 - Support for faculty searches, accreditation, department leadership, and curriculum development efforts.
 - Community-engaged service.

Review Process

- **Chair Review.** The Chair will review each faculty member's self-evaluation report, supporting documentation, and, where appropriate, reviews and recommendations by senior faculty.
- **Chair Feedback.** The Chair will provide written feedback to each faculty member, addressing their performance in teaching, research and development, and service, as well as their progress toward professional goals by February 28 (see [KSU Handbook, Section C46.1 – C46.4](#)).

- **Faculty Response & Meeting.** Each faculty member must sign a statement acknowledging the opportunity to review their written evaluation. A faculty member may request a meeting with the Chair to discuss their annual review and/or respond in writing to the Chair's feedback (see [KSU Handbook section C45.1 - C45.3](#)).
- **Documentation.** Following university policy, all self-evaluation reports, supporting documentation, Chair feedback, and faculty responses (if any) will be maintained in the faculty member's personnel file.
- **Appeals.** Faculty members who disagree with the Chair's evaluation may follow the appeal procedures outlined in the [KSU Handbook](#).

Use of Annual Review Information. Annual performance evaluations form part of the cumulative record used in promotion and tenure reviews. Faculty are encouraged to approach the annual review as an opportunity to document both their achievements and the ongoing development of a strong case for future advancement. Information from the annual review process will be used to inform decisions regarding:

- Merit pay increases
- Promotion and tenure
- Professional development opportunities
- Departmental planning and resource allocation

Chronic Low Achievement of Tenured Faculty

The Chronic Low Achievement policy applies exclusively to tenured faculty. The department is committed to maintaining high-performance standards across teaching, research, service, and outreach. Following the KSU Handbook ([Appendix M](#)), if a tenured faculty member receives a performance rating of "Fails to Meet Minimum Standards" (FMMS) in any category during the annual merit review, this triggers actions under the Chronic Low Achievement policy. If not remediated, chronic low achievement may ultimately lead to dismissal for cause under university policy. Therefore, the Department Chair carefully distinguishes between performance that falls below departmental expectations and performance that fails to meet the university's minimum standards. All actions taken under this policy aim to provide faculty members with clear expectations, opportunities for remediation, and fair due process, while safeguarding the academic and professional integrity of the department. See also the Department's Chronic Low Achievement Policy for further guidance.

Remediation Plan Procedures for Tenured Faculty Who Fail to Meet Minimum Standards

If a tenured faculty member receives an Overall Performance Rating of "Fails to Meet Minimum Standards" (FMMS) as a result of the annual review process, the following procedures shall apply:

1. **Development of a Remediation Plan.** Following the annual review, the Chair shall write to the faculty member identifying specific performance deficiencies and proposing a written remediation plan to address those deficiencies.
2. **Formation of a Faculty Review Committee.** A committee of three full-time, tenure-track faculty members, at least one of whom must be a full professor, shall be elected by the department once a remediation plan is initiated. The committee will review the Chair's proposed remediation plan and provide a confidential written recommendation to the Chair within ten (10) working days of their appointment.

3. **Faculty Member Response.** Upon receipt of the Chair's proposed remediation plan, the faculty member may submit a counterproposal within five working days. The Chair must respond to the counterproposal within five working days, either accepting it or forwarding both the original and counter proposals to the Dean for review.
4. **Resolution Meeting.** If discrepancies remain, the Chair shall meet with the faculty member, Chair, and Dean to discuss and finalize the remediation plan. A final, mutually agreed-upon plan shall be documented in writing.
5. **Monitoring and Follow-Up.** The Chair shall schedule periodic follow-up meetings with the faculty member to review progress in implementing the remediation plan. Progress shall be formally documented after each meeting.
6. **Failure to Remediate.** If the faculty member receives a second consecutive FMMS rating or fails to satisfactorily complete the agreed-upon remediation plan, the Chair and Dean shall meet with the faculty member to discuss additional remediation steps or alternative actions. Failure to meet minimum standards for two consecutive years may trigger dismissal for cause procedures under KSU Handbook [Sections C31.5–C31.8](#).

Annual Review of Graduate Teaching Assistants (GTAs), Graduate Research Assistants (GRAs), and Graduate Assistants (GAs).

The annual review of Graduate Teaching Assistants (GTAs), Graduate Research Assistants (GRAs), and Graduate Assistants (GAs) serves to provide feedback on their performance and assigned duties, to support their professional development, and to ensure the quality of instruction, research, and service in the department. The review process provides GTAs, GRAs, and GAs with opportunities to reflect on their experiences, receive constructive criticism, and establish goals for improvement. The department values the contributions of its graduate students and is committed to supporting their success as students and education professionals.

Types of Assistantships

- **Graduate Teaching Assistant (GTA).** A GTA performs duties that support the teaching mission of K-State and each student's educational goals. These duties might include classroom or laboratory teaching, proctoring exams, grading exams, papers, or other assignments, preparing instructional materials, or other general assistance in the instructional process. GTAs are expected to model the best practices of effective teachers, including timely, clear, and professional communications with K-State students.
- **Graduate Research Assistant (GRA).** A GRA performs duties that support the research mission of K-State and the student's educational goals. Research duties vary but are supervised by graduate faculty. The research project that the student's activities support may or may not be a part of their thesis or dissertation. GRA's are expected to maintain confidentiality and are held to the highest ethical standards when assisting with research projects in the department.
- **Graduate Assistant (GA).** A GA performs duties that generally involve administrative services, such as gathering, organizing, and analyzing information, providing student services, performing administrative tasks to support a program or unit, or conducting routine research support activities. GAs are expected to maintain confidentiality and adhere to the highest ethical standards while assisting with administration in the department.

Required Materials and Review Criteria

Each GTA, GRA, or GA will prepare a brief self-reflection report summarizing their activities and experiences during the prior academic semester or year, as indicated by the supervisor. This report may include a description of their responsibilities, challenges they encountered, and what they learned from the experience. The review will evaluate performance in areas related to their specific assistantship responsibilities, which may include but are not limited to:

- **For GTAs:**
 - Effective classroom instruction (if applicable)
 - Timely, clear, and professional communication with students
 - High-quality teaching assistance (timely grading, individualized feedback, appropriate student accommodations)
 - Participation in identifying struggling students and planning for their success
 - Adherence to course policies, including maintaining student confidentiality
- **For GRAs:**
 - Sustained and significant contributions to assigned research responsibilities
 - Timely, clear, and professional communication with faculty
 - Quality assistance in the preparation of research reports and presentations
 - Adherence to all research protocols, including those associated with participant confidentiality
- **For GAs:**
 - Effectiveness in performing assigned administrative tasks
 - Organization and communication skills
 - Ability to work independently and as part of a team
 - Initiative and problem-solving skills
 - Adherence to all administrative processes, including those associated with student confidentiality

Review Process

- **Faculty/Supervisor Evaluation.** The faculty member or supervisor overseeing the GTA, GRA, or GA will provide a written evaluation of the GA's performance based on their observations and interactions with the GA. This evaluation should provide specific feedback on the GA's strengths and areas for improvement.
- **Student Feedback** (where appropriate): Student feedback may be solicited by faculty through informal surveys or other means to provide additional insights into the GTA's teaching effectiveness.
- **Review Meeting.** The GA and their faculty/supervisor will meet at the conclusion of every semester to discuss the faculty/supervisor evaluation and the GA's self-reflection report and identify goals for professional development.
- **Documentation.** The Chair, GA, and supervising faculty will keep the GA's self-reflection report and the faculty/supervisor's evaluation on file.

SECTION VIII: REAPPOINTMENT, PROMOTION, AND TENURE

This Reappointment, Promotion, and Tenure (RPT) policy is guided by and consistent with policies and procedures outlined in the KSU's [Handbook](#) and the COE's [Policies and Procedures Handbook](#). The department's annual review evaluation policy identifies performance expectations for 1) teaching; 2) research, scholarship, creative activity, and development (RSCAD); and 3) service. Standards for reappointment, tenure, and promotion represent logical, cumulative extensions of the criteria applied in annual evaluations. RPT decisions require reviewers to use professional judgment. Established criteria, departmental expectations, and a candidate's documented record of powerful teaching, impactful research and development, and significant professional service inform these judgments.

General Expectations for all Faculty

Each faculty member is responsible for demonstrating that their record of achievement meets the expectations for promotion and, where applicable, tenure. Recommendations and decisions regarding RPT are made on a case-by-case basis. There is no single pathway to success; individual faculty members document the most significant elements of their records to demonstrate their value to the department, college, university, and profession. While the dossier should accurately summarize the volume of one's work (e.g., number of courses taught, articles published, or committees Chaired), it is equally, if not more, important to inform colleagues about the context and quality of these contributions. Faculty members should, for instance, provide context for their records by including additional information about the nature, development, and significance of their teaching, research and development, and service efforts (e.g., explaining how a newly designed course addresses a critical gap in the curriculum, detailing the quality of their publication outlets or impact of their scholarship, or highlighting the impact of their service on important departmental, college, university, and professional initiatives).

The criteria ensure a rigorous, fair, and transparent process that supports faculty development while upholding the department's commitment to excellence in teaching, research and development, and service. Salary enhancements associated with promotion in rank for tenure-track (TT) are established by the [KSU Handbook](#) (C 132). Salary enhancements, if any, associated with promotion in rank for non-tenure-track (non-TT) faculty are negotiated individually with the Dean. All salary increases related to promotion are independent of merit increases and are established by university policy or negotiated with the Dean.

Annual Reappointment Reviews for Probationary TT Faculty

TT faculty members on probationary appointments (i.e., faculty who have not achieved tenure) are evaluated annually to determine their eligibility for continued appointment. Annual reappointment reviews are a part of the annual review process (see Section VII) to provide formative feedback about progress toward meeting the department's criteria for tenure and promotion (see [KSU Handbook, Section C50](#)). The timeline for annual probationary reviews typically follows:

- 1st year: Spring semester
- 2nd year: Fall semester

- 3rd year: Fall semester (Mid-Probationary Review)
- 4th year: Spring semester
- 5th year: Spring semester
- 6th year: Fall semester (Promotion and Tenure (where applicable) Review)

The maximum probationary period is six years of regular full-time service at KSU ([KSU Handbook, Section C82.2](#)) for TT faculty. Early tenure may be considered when exceptional performance warrants it. Assistant professors seeking reappointment must meet or exceed the minimum expectations for their rank, as outlined in the department's RPT Criteria for Each Rank section.

Mid-Probationary Reviews

The mid-probationary review, typically conducted during the third year of a probationary appointment, provides formal, developmental feedback regarding a faculty member's progress toward tenure. The review identifies areas of strength and areas for improvement and offers specific guidance for strengthening the faculty member's tenure case during the remainder of the probationary period. A positive mid-probationary review does not guarantee the granting of tenure, and a negative review does not automatically result in non-reappointment ([KSU Handbook, Section C92.1](#)). The mid-probationary review is intended to support faculty growth, clarify expectations, and inform both the candidate and the department about readiness for future promotion and tenure evaluation.

Annual Reappointment and Mid-Probationary Procedures

1. **Submission of Materials.** Candidates submit reappointment materials by the college-specified deadline using the departmental guidelines for organizing reappointment, promotion, and tenure materials.
2. **Review of Materials.** Tenured faculty members review the materials within 14 calendar days. The Chair also makes the previous cumulative written recommendations for the candidate available.
3. **Departmental Meeting.** The Chair convenes a meeting of the tenured faculty to discuss each probationary faculty member's reappointment. Following the discussion, each tenured faculty member submits an individual ballot.
4. **Recommendation to the Dean.** The Chair forwards to the Dean:
 - A written recommendation with an explanation
 - The candidate's full dossier
 - The majority recommendation
 - Unedited written comments from the tenured faculty
 A copy of the Chair's recommendation is simultaneously provided to the candidate (see [KSU Handbook, Section C53.3](#)).
5. **Candidate Response.** After receiving the Chair's recommendation, the candidate may submit a written response for inclusion in the official file.
6. **Dean's Review.** The Dean reviews the materials and notifies the Provost of the College's recommendation.
 - A positive reappointment recommendation extends the candidate's appointment for the next academic year.
 - A negative recommendation results in a notice of non-reappointment following Appendix A of the KSU Handbook.

Promotion Reviews

Promotion reviews formally evaluate a faculty member's readiness to advance to the next academic rank. They recognize sustained excellence in teaching, research and development, and service, and assess the candidate's cumulative contributions to the department, college, university, and broader educational community. A positive promotion review reflects both past achievement and the promise of continued professional growth. While the expectations for promotion vary by appointment type and rank, all candidates are expected to demonstrate excellence, leadership, and impact appropriate to the new rank. Annual reviews are part of the cumulative record evaluated for RPT. The [KSU Handbook](#), the [COE Policies and Procedures Handbook](#), and departmental criteria govern promotion reviews for faculty.

Procedures for Promotion Reviews of TT Faculty

- 1. Submission of Materials.** Candidates for promotion submit materials by the college-specified deadline, following the departmental guidelines for organizing reappointment, promotion, and tenure dossiers. Materials must include documentation of achievements in teaching, research and development (where applicable), and service and contextualize the significance, quality, and impact of these contributions.
- 2. Review of Materials.** Eligible voting faculty (tenured faculty members who hold the same academic rank as, or a higher rank than, the rank being sought by the candidate) review the promotion materials within 14 calendar days. The department Chair ensures that faculty reviewers have access to cumulative records of previous annual reviews, mid-probationary reviews (if applicable), and prior departmental recommendations.
- 3. Departmental Meeting and Voting.** The Chair convenes a meeting of the eligible voting faculty to discuss each candidate's record. After the discussion, each eligible voting faculty member submits an individual ballot regarding the promotion recommendation.
- 4. Departmental Recommendation to the Dean.** Following the meeting with the departmental faculty, the Chair prepares a written recommendation based on the faculty vote and discussion. A copy of the Chair's letter is simultaneously provided to the candidate. The Chair forwards to the Dean: 1) The candidate's complete dossier, 2) The Chair's written recommendation, 3) The majority recommendation and vote tally, and 4) Unedited written comments from voting faculty
- 5. Candidate Response.** Upon receipt of the Chair's recommendation, the candidate has the right to submit a written response to be included in the official promotion file.
- 6. College-Level Review.** The Dean forwards the promotion materials to the COE Promotion and Tenure Committee. The committee formally reviews the materials, provides written comments, and recommends action to the Dean.
- 7. Dean's Review.** The Dean reviews the full dossier, the department and college recommendations, and any candidate responses. The Dean then transmits a recommendation to the Provost and Senior Vice President.
- 8. Final Review.** For TT faculty, positive promotion and tenure recommendations move forward to the Provost, Faculty Affairs Committee, and ultimately to the President and Board of Regents for final approval.
- 9. Appeal for TT Faculty.** TT faculty can appeal adverse promotion decisions following [KSU Handbook Sections C190–C193](#).

Procedures for Promotion Reviews of Non-TT Faculty

1. **Submission of Materials.** Candidates for promotion submit materials by the college-specified deadline, following the departmental guidelines for organizing reappointment, promotion, and tenure dossiers. Materials must include documentation of achievements in teaching, research and development (where applicable), and service and contextualize the significance, quality, and impact of these contributions.
2. **Review of Materials.** Eligible voting faculty (TT and non-TT faculty members who hold the same academic rank as, or a higher rank than, the rank being sought by the candidate) review the promotion materials within 14 calendar days. The department Chair ensures that faculty reviewers have access to cumulative records of previous annual reviews, mid-probationary reviews (if applicable), and prior departmental recommendations.
3. **Departmental Meeting and Voting.** The Chair convenes a meeting of the eligible voting faculty to discuss each candidate's record. After the discussion, each eligible voting faculty member submits an individual ballot regarding the promotion recommendation.
4. **Departmental Recommendation to the Dean.** Following the meeting with the departmental faculty, the Chair prepares a written recommendation based on the faculty vote and discussion. A copy of the Chair's letter is simultaneously provided to the candidate. The Chair forwards to the Dean: 1) The candidate's complete dossier, 2) The Chair's written recommendation, 3) The majority recommendation and vote tally, and 4) Unedited written comments from voting faculty
5. **Candidate Response.** Upon receipt of the Chair's recommendation, the candidate has the right to submit a written response to be included in the official promotion file.
6. **College-Level Review.** The Dean forwards the promotion materials to the COE Promotion and Tenure Committee or appropriate college committee for non-TT faculty. The committee formally reviews the materials, provides written comments, and recommends action to the Dean.
7. **Dean's Review.** The Dean reviews the full dossier, the department and college recommendations, and any candidate responses. Promotion decisions for non-TT faculty are final at the COE level and are not forwarded to the Provost or Board of Regents.

Tenure Review

Tenure is a distinctive academic commitment that confers long-term institutional support for faculty members who have demonstrated excellence in teaching, research and development, and service. It recognizes a sustained record of high-quality contributions, professional promise for future achievement, and the fulfillment of the department's, college's, and university's missions. At KSU, tenure safeguards academic freedom, supports the university's land-grant mission, and affirms the university's commitment to retaining outstanding faculty who contribute significantly to advancing knowledge, professional practice, and educational excellence. Tenure is not granted automatically based on time in rank; rather, it is a careful and deliberate decision based on cumulative evidence of excellence, leadership, and impact.

Distinguishing Tenure from Promotion

While tenure and promotion often coincide (particularly the promotion from Assistant Professor to Associate Professor with tenure), they are separate decisions based on distinct, though related, evaluations. In most cases, the award of tenure and promotion to Associate Professor occurs together.

- **Tenure** focuses on a faculty member's cumulative record of achievement and potential for sustained future contributions and long-term contributions to the university community and the profession.
- **Promotion** recognizes advancement in academic rank based on demonstrated excellence in specific domains of faculty responsibility at a level appropriate for the higher rank.

It is possible, although highly unlikely, under university policy for:

- A faculty member to be promoted to Associate Professor without being granted tenure (an extremely rare and unlikely circumstance, typically requiring extraordinary justification and formal administrative approval).
- A faculty member to be awarded tenure without a concurrent promotion (also rare and typically occurring when an individual is already appointed at the Associate Professor level without tenure, such as through initial appointments negotiated without tenure).

Consistent with the KSU Handbook ([Sections C82–C92](#)) and departmental expectations, tenure and promotion are reviewed and awarded concurrently for Assistant Professors seeking advancement to Associate Professor with tenure in nearly all cases. Candidates can appeal adverse tenure decisions following [KSU Handbook Appendix G](#).

Teaching; Research, Scholarship, Creative Activity, and Development; and Service

Faculty responsibilities encompass excellence in teaching, research and development, and service. Each area reflects the department's commitment to advancing knowledge, preparing exceptional educators and scholars, and improving educational practice locally, nationally, and globally. Faculty are expected to demonstrate consistent growth, leadership, and impact across these domains, with expectations increasing at each successive rank. The following sections define the standards of excellence for each core area of faculty performance.

Teaching. Teaching is a dynamic and scholarly activity that advances the mission of a land-grant university and the COE by preparing highly skilled educators and scholars who contribute to the well-being of Kansas, the nation, and the global community. Faculty are expected to design and deliver rigorous, research-informed instruction that fosters critical thinking, professional competence, and lifelong learning. Effective teaching includes diverse instructional formats (e.g., face-to-face, online, hybrid, and field-based), effective mentorship, high-quality advising, and innovative curriculum development that address real-world educational needs and challenges. Faculty should demonstrate a commitment to continuous improvement through reflective practice, assessment data, and engagement in pedagogical scholarship. Through excellence in teaching, we empower educators to critically analyze educational contexts, apply research-based insights, and develop innovative solutions to complex curricular issues.

RSCAD. RSCAD is essential to C & I's mission to generate knowledge and create products that transform education and serve society. As a Carnegie R1 research institution, faculty contribute to advancing educational thought and practice by engaging in original research, applied scholarship, and creative inquiry that address pressing educational challenges, inform policy, and enhance teaching and learning. Research and development encompass the generation of new knowledge and the practical application of knowledge to create tools and strategies that enhance educational practice.

- **Research** involves systematic investigation to identify or interpret phenomena, advance theories, improve educational practice, and inform policy through scholarly outputs such

as conference presentations and proceedings, journal articles, book chapters, books, or other media that reach significant segments of the academic or professional community.

- **Scholarship** involves the synthesis, interpretation, and application of existing knowledge to address educational problems, communicate insights to a broader audience, and contribute to pedagogical or professional advancement. This might include literature reviews, policy analyses, integrative articles, and other works that provide clarity, insight, or solutions based on existing research.
- **Creative Activity** encompasses original, imaginative work that expresses ideas or questions educational norms through artistic or aesthetic means. In the field of education, this might include children's literature, educational exhibits, multimedia storytelling, interactive learning experiences, or artistic interpretations that engage audiences in new ways of thinking and learning.
- **Development** applies research findings to design, create, and implement tangible educational products that serve the profession, such as innovative university-based projects and programs, professional development materials, K-12 curricular materials or textbooks, technological innovations, media productions (e.g., podcasts, webinars, videos), curricular frameworks, or educational policies.

This distinction aligns with the understanding that while research and scholarship seek to expand theoretical knowledge and existing knowledge, creative activity and development aim to translate that knowledge into innovative practices and tangible solutions that address real-world needs and educational challenges. No matter the form of their research or development, faculty are encouraged to secure external funding, engage in interdisciplinary collaborations, and contribute to educational equity across contexts.

Service. Service is a fundamental responsibility of the C & I faculty, showcasing the faculty's professional commitment to shared governance, leadership, and engagement with schools, communities, and policymakers. Faculty contribute to the department, college, and university through committee involvement, governance, program coordination, and accreditation efforts. Professional service encompasses leadership in scholarly organizations, editorial work, conference planning, and peer review, which uphold the integrity and advancement of the field. Community-engaged service creates partnerships with K-12 schools, offers professional development for educators, informs education policy, and translates research into significant practice. Service in the department is not just a duty; it is an essential way that faculty fulfill K-State's mission to cultivate an educated citizenry and positively impact the world. Through meaningful, sustained, and mission-driven service, faculty promote the development of innovative educational solutions, enhance the profession, and contribute to the broader educational landscape.

Promotion Expectations by Appointment and Rank

Promotions within C & I signify a faculty member's sustained contributions to teaching, research and development, and service in ways that advance the department's mission and impact. Expectations for promotion differ by rank and appointment type but consistently emphasize excellence, leadership, growth, and meaningful contributions to education locally, nationally, and globally. The following outlines the criteria for promotion across tenure-track, teaching, and research faculty roles, describing the high standards of performance and leadership expected at each stage of career progression.

Assistant Professor → Associate Professor (with Tenure)

To be promoted to associate professor and/or awarded tenure, a faculty member must demonstrate sustained excellence in teaching, research and development, and service, contributing to the department's mission and enhancing its impact in local, national, and global educational communities.

Teaching Excellence

- Demonstrated effectiveness in designing and delivering rigorous, research-informed instruction.
- Strong student and peer evaluations with evidence of pedagogical innovation, continuous improvement, and overall effectiveness.
- Development and continuous refinement of courses, curricula, and instructional materials to enhance student learning.
- Meaningful mentorship and/or advisement of students, including program supervision and professional advising.
- Integration of current research, best practices, and instructional technologies to improve teaching.

RSCAD

- A clear, coherent, and impactful research, scholarship, creative activity, and development agenda that contributes to educational advancement and real-world impact.
- Research and scholarship contributions, such as peer-reviewed journal articles, book chapters, books, conference presentations, or other recognized scholarly outputs.
- Creative activity and development contributions, such as innovative university-based projects and programs, professional development materials, K-12 curricular materials or textbooks, technological innovations, media productions (e.g., podcasts, webinars, videos), curricular frameworks, or educational policies.
- Demonstrated ability to secure external funding as a Principal Investigator (PI) or co-PI on grants, contracts, or fellowships.
- Evidence of interdisciplinary collaborations and partnerships that expand research and development efforts.
- Impact of research and development activities (e.g., journal or publisher reputation, citation statistics, adoption of products by educators or policymakers, enrollment numbers, sales figures, or other indicators of success).

Service Contributions

- Active participation in department, college, and university committees, contributing to governance and program development.
- Engagement in professional organizations, conference planning, or editorial roles that enhance the field.
- Contributions to K-12 education, teacher preparation, or policy development that align with the university's land-grant mission, the COE's Conceptual Framework, and the department's core values and aims.
- Documented support for faculty searches, accreditation, and curriculum development efforts.

Associate Professor → Full Professor

Promotion to full professor requires a sustained record of excellence, leadership, and impact in teaching, research and development, and service, with clear evidence of national or international influence and recognition.

Teaching Excellence

- Sustained excellence in instruction, including meeting all the criteria outlined for advancement to associate.
- Demonstrated leadership in instructional initiatives, such as faculty development, interdisciplinary collaboration, or new program creation.
- Evidence of mentorship of junior faculty and significant contributions to graduate student development.
- Impact of teaching performance demonstrated through department, college, university, or professional recognition of teaching excellence, such as awards, invited talks, or published works on pedagogy.

RSCAD

- Sustained excellence in research, scholarship, creative activity, and development, including meeting all the criteria outlined for advancement to associate.
- A consistent publication record in high-quality, peer-reviewed journals, books, and chapters by noteworthy publishers and other high-impact scholarly outlets that have advanced research and professional practice.
- Demonstrated ability to lead large-scale research and development projects, such as serving as Principal Investigator (PI) on major external grants or contracts.
- Significant contributions to educational practice, such as developing widely adopted university-based projects and programs, professional development materials, K-12 curricular materials or textbooks, technological innovations, media productions (e.g., podcasts, webinars, videos), curricular frameworks, or educational policies.
- A well-established national or international reputation in research and development as evidenced by awards, editorial board membership, leadership in major research consortia, policy impact, practical applications of research findings, student enrollments in original courses, projects, or programs, or professional development initiatives adopted by school districts, universities, or educational organizations.

Service Leadership

- Sustained service excellence, including meeting all the criteria outlined for advancement to associate.
- Leadership in significant professional organizations, significant journal editorships, or conference committees.
- Use of expertise to advance public understanding of important topics through public lectures or webinars, creating microcredentials and non-credit experiences for the public good, serving as an expert witness, appearing in the media, administering programs that benefit K-12 students, teachers, and schools, other stakeholders or consulting with professionals or policymakers.
- Mentorship of early-career scholars, graduate students, or research staff.
- Advocacy for educational research, policy reform, or engagement with government agencies and foundations.

Teaching Assistant Professor → Teaching Associate Professor (Non-Tenure Track)

Promotion to teaching associate professor requires sustained excellence in teaching and service, with evidence of leadership in instructional initiatives that advance student learning, curriculum development, and faculty engagement in teaching excellence. Candidates should demonstrate a commitment to innovative and research-informed pedagogy, as well as meaningful service contributions that support the department, college, university, and profession.

Teaching Excellence

- Evidence of consistent, high-quality teaching, as demonstrated by student evaluations, peer observations, and course materials.
- Engagement in curriculum development, including designing new courses, revising existing courses, or implementing new instructional approaches.
- Use of evidence-based pedagogical practices to improve student learning outcomes, including instructional technology integration, active learning strategies, or inclusive teaching methods.
- Effective mentorship of students, including academic advising, career guidance, or research supervision where applicable.
- Contributions to program assessment and accreditation efforts, including data collection, curriculum alignment, or competency mapping.
- Demonstrated commitment to continuous professional development through participation in teaching workshops, conferences, or certification programs.

Service Contributions

- Active participation in departmental, college, and university committees, particularly those related to teaching, assessment, or student success.
- Contributions to department, college, or university meetings, strategic planning, or curricular policy development that support teaching excellence.
- Engagement in community-based education initiatives, K-12 outreach, or partnerships with school districts and teacher preparation programs.
- Involvement in professional organizations focused on pedagogy, instructional design, or discipline-specific education.
- Leadership or contributions to departmental initiatives that enhance student learning experiences, such as student mentoring programs, instructional grants, or faculty learning communities.
- High-quality advisement of graduate students, including serving on dissertation committees (graduate faculty membership).

Teaching Associate Professor → Teaching Professor (Non-Tenure Track)

Promotion to Teaching Professor requires a sustained record of leadership in teaching and service, as well as department, college, university, or professional recognition of contributions to pedagogical innovation, curriculum development, and/or faculty mentorship. Candidates should demonstrate an enduring impact on student learning and the advancement of educational practices in their field.

Teaching Excellence

- Continued demonstration of instructional excellence, including meeting all the criteria outlined for advancement to associate teaching professor.

- Leadership in curriculum design and program development, such as creating interdisciplinary courses, developing new degree programs, developing micro-credentials, or leading major curriculum reform efforts.
- Contributions to instructional scholarship, such as publishing on teaching and learning, presenting at teaching-focused conferences, or developing instructional materials adopted beyond K-State.
- Demonstrated mentorship of junior faculty and instructors, serving as a teaching coach, faculty developer, or mentor in pedagogy-focused programs.
- Development and leadership of teaching-related initiatives, such as learning communities, workshops, or professional development programs for faculty and graduate instructors.
- Recognition for teaching excellence by the college, university, or profession through awards, invited presentations, or leadership in teaching-focused organizations.
- High-quality advisement of graduate students, including chairing dissertation committees (graduate faculty certification).

Service Leadership

- Continued demonstration of service excellence, including meeting all the criteria outlined for advancement to associate teaching professor.
- Leadership in university-wide student or teaching initiatives, including serving on committees, accreditation teams, or faculty development task forces.
- Contributions to education policy, teacher preparation, or instructional best practices through national or regional organizations.
- Engagement in educational outreach, public scholarship, or the development of community partnerships that enhance student learning opportunities.
- Leadership roles in professional organizations related to teaching, instructional design, or higher education faculty development.
- Mentorship of faculty at the institutional, regional, or national level in the advancement of effective teaching practices.

Research Assistant Professor → Research Associate Professor (Non-Tenure Track)

Promotion to research associate professor requires a sustained and well-defined research and development agenda, demonstrated research independence, and a growing national reputation. Candidates must show that they have moved beyond a supporting role in research projects to become primary contributors or leaders in their areas of expertise.

RSCAD

- Development of a coherent, independent research, scholarship, creative activity, and development agenda that addresses significant educational challenges.
- Sustained record of peer-reviewed publications and/or development of education products such as instructional materials, assessment tools, or digital learning platforms.
- Demonstrated ability to secure extramural funding as a PI or Co-PI on research and development grants.
- Presentation of research and development work at national and international conferences.
- Engagement in collaborations and interdisciplinary partnerships that impact policy, practice, or teacher education.

Service Contributions

- Participation in departmental and university research initiatives.
- High-quality advisement of graduate students, including serving on or chairing dissertation committees.
- Engagement with professional organizations, conference planning, or research advisory boards.
- Involvement in mentoring junior researchers, graduate students, or postdoctoral scholars.
- High-quality advisement of graduate students, including serving on dissertation committees (graduate faculty membership).

Research Associate Professor → Research Professor (Non-Tenure Track)

Promotion to Research Professor requires national and international recognition as a leading scholar and innovator in research and development.

RSCAD

- Continuous demonstration of research, scholarship, creative activity, and development excellence, including meeting all the criteria outlined for advancement to associate research professor.
- A well-established national or international reputation, evidenced by invitations to keynote at conferences, editorships, or leadership in major research initiatives.
- Sustained publication record and development of widely used educational resources, tools, or frameworks.
- Leadership of large-scale research and development projects, including securing substantial external funding.
- Influence on policy and practice through the adoption of research findings, curriculum models, or teacher training frameworks.

Service Leadership

- Continuous demonstration of service excellence, including meeting all the criteria outlined for advancement to associate research professor
- Leadership in professional organizations, journal editorships, or advisory roles.
- Mentorship of early-career scholars and graduate students.
- Engagement in policy advocacy and reform efforts related to education and research.
- High-quality advisement of graduate students, including chairing dissertation committees (graduate faculty certification).

Instructor → Advanced Instructor (Non-Tenure Track)

Promotion to Advanced Instructor requires a sustained record of high-quality teaching and meaningful service contributions. Candidates must demonstrate instructional effectiveness, professional growth in pedagogy, and active involvement in service activities that contribute to the department, college, or profession.

Teaching Excellence

- Evidence of consistently effective teaching, as demonstrated by student evaluations, peer observations, and course materials.
- Ongoing engagement in course development or revision, including updates to content, design, or delivery.
- Use of inclusive, evidence-based teaching practices that enhance student learning.
- Demonstrated responsiveness to feedback and commitment to continuous improvement.
- Engagement in professional development activities related to teaching, such as attending teaching workshops, participating in faculty learning communities, or earning relevant credentials.

Service Contributions

- Active participation in departmental or college service, such as serving on committees, contributing to program assessment, or supporting student recruitment and retention.
- Involvement in community outreach, K-12 partnerships, or initiatives that support teacher preparation or student success.
- Contributions to departmental culture and operations (e.g., attending meetings, assisting with events, or mentoring students or peers).

Advanced Instructor → Senior Instructor (Non-Tenure Track)

Promotion to **Senior Instructor** requires a demonstrated record of teaching excellence, evidence of instructional leadership, and sustained service contributions that support the mission and goals of the department and college. Candidates are expected to show influence beyond their own classrooms and consistent engagement in educational improvement efforts.

Teaching Excellence

- Continued demonstration of strong instructional performance across multiple courses and formats, as evidenced by student evaluations, peer review, and instructional artifacts.
- Leadership in curriculum development, instructional innovation, or program improvement (e.g., designing new courses, leading course redesigns, mentoring new instructors).
- Contributions to instructional scholarship, such as presentations at teaching-related conferences, development of instructional materials used by others, or campus-wide teaching initiatives.
- Demonstrated mentorship of peers, such as mentoring graduate teaching assistants or participating in faculty development efforts.

Service Leadership

- Sustained service contributions that demonstrate initiative and leadership (e.g., chairing committees, coordinating events, leading departmental efforts related to instruction or student success).
- Engagement in community partnerships, professional organizations, or K-12 initiatives that align with the department's educational mission.
- Recognition of service and/or teaching contributions by the department, college, or external partners.

SECTION IX: PROFESSORIAL PERFORMANCE AWARD

The Professorial Performance Award (PPA) recognizes tenured faculty who demonstrate sustained excellence in teaching, research and development, and service. The award process follows policies outlined in the KSU Handbook ([Sections C49.1–C49.14](#)) and the Office of the Provost guidelines.

Philosophy and Award Eligibility

The PPA is awarded for documented excellence beyond routine performance. It is neither automatic nor based solely on longevity. Candidates must demonstrate outstanding contributions across assigned duties, recognized by appropriate constituencies. To be eligible:

- The candidate must be a full-time professor with at least six years of rank since the last promotion or PPA.
- The candidate must provide evidence of sustained productivity during the six years prior to the review.
- As outlined in departmental criteria, the candidate's productivity and performance must be comparable to the department's current standards for promotion to Professor.

Procedures

1. Candidates must notify the Chair of their intent to apply and submit a dossier documenting their achievements over the past six years.
2. Upon receipt, the Chair shall make the candidate's file available for review by eligible faculty (full-time Professors with appointments in C & I).
3. Eligible faculty vote on the application by secure, dated ballot (Yes/No/Abstain), following confidential review.
4. A simple majority vote advances the candidate to the Chair for review.
5. The Chair will sign the departmental summary ballot indicating their support or non-support.
6. If the Chair supports the application, the recommendation is forwarded to the Dean, with simultaneous notification to the candidate.
7. If the Chair does not support the application, the candidate and faculty will be notified in writing. Faculty may elect a spokesperson to advocate for the candidate at the college level.
8. If the application is denied at the departmental level, candidates retain recourse rights as outlined in the KSU Handbook ([Sections C49.9–C49.11](#)).

SECTION X: POST-TENURE REVIEW POLICY

Post-tenure review enhances the continued professional development of tenured faculty. It ensures accountability to high professional standards and maintains public trust in the university's commitment to excellence. Post-tenure review supports faculty vitality and encourages ongoing contributions to the department, university, and field. Nothing in this policy modifies the university's protections related to academic freedom or procedures for dismissal for cause. Post-tenure reviews differ from annual reviews, chronic low achievement processes, or dismissal proceedings ([KSU Handbook, Appendix W](#)).

Procedures

1. **Timing.** Faculty undergo post-tenure review every six years. The clock resets following successful promotion, receipt of a Professorial Performance Award, or major university/national awards requiring a portfolio review. Retirees, phased retirees, and faculty undergoing chronic low achievement review are exempt.
2. **Review Materials.** Faculty submit:
 - Annual merit evaluations from the previous six years.
 - Any additional supporting materials (optional).
3. **Review Process.** The Chair reviews materials and summarizes cumulative ratings in teaching, research and development, and service. A meeting is held between the Chair and the faculty member to discuss findings.
4. **Outcome.** If all six years meet or exceed standards, the review is completed with a satisfactory letter (faculty may agree/disagree in writing). If one or more years fail to meet standards, a remediation plan must be developed and approved by the Chair and Dean.
5. **Appeals and Documentation.** Faculty may attach responses to the review and pursue other rights under university policies.

SECTION XI: CHRONIC LOW ACHIEVEMENT

This policy applies only to tenured faculty to ensure that they maintain minimum standards of productivity, consistent with KSU's Faculty Evaluation policies (see [KSU Handbook Sections C31.5–C31.8](#)). Chronic low achievement may result in dismissal for cause.

Minimum-Acceptable Standards

Faculty must meet standards appropriate to their assigned workload distribution. Faculty must demonstrate ongoing contributions in:

- **Teaching.** Fulfill all instructional responsibilities, update syllabi, encourage student engagement, and abide by professional standards.
- **Research and Development:** Active scholarly agenda, publications, presentations, grant submissions, or creation of applied educational products.
- **Service::** Committee participation, collegial conduct, professional outreach, and engagement with K-12 and university communities.

Chronic Low Achievement Triggers

Chronic low achievement is triggered if a faculty member:

- Receives two consecutive annual evaluations rating any critical area as "Fails to Meet Minimum Standards (FMS)," or
- Receives three FMS evaluations within any five years.

Procedures Following FMS Rating

1. **Notification.** The Chair discusses the FMS rating with the faculty member.
2. **Remediation Plan.** The Chair, the Leadership Committee, and the faculty member develop a clear, actionable plan for addressing deficiencies. Any disputes in formulating the plan are resolved with the Dean's intervention.
3. **Monitoring.** The Chair and faculty members schedule regular progress meetings.
4. **Consequences.** Continued failure after remediation may result in dismissal proceedings following university procedures.

SECTION XII: FACULTY GRIEVANCE POLICY

The department follows KSU's Faculty Grievance Policy ([KSU Handbook Appendix G](#)). Faculty and unclassified professionals may address grievances through the Administrative Appeal and Grievance Procedures, which aim to resolve issues at the lowest administrative level possible. Appendix M of the KSU Handbook governs the process of dismissing tenured faculty. Faculty are encouraged to seek dispute resolution assistance through university resources, including the [University Ombudspersons](#), when appropriate.