
Leadership Studies (Department)
Mary Lynn and Warren Staley School of Leadership

Policy Statement Concerning:

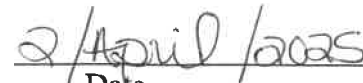
- Personnel Review and Evaluation Standards/Procedures
- Performance Evaluation Criteria
- Annual Evaluation
- Reappointment Evaluation for:
- Annual Reappointment Reviews
- Mid-Probationary Review
- Tenure
- Promotion
- Professorial Performance Award
- Chronic Low Achievement
- Post-Tenure Review
- Non-Tenure Track Faculty Titles

Approved by Faculty Vote on (2/26/2025)

NEXT REVIEW DATE: 2029



Department Head's Signature (~~Associate Dean~~)



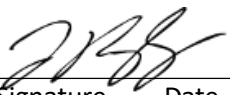
Date



Dean's Signature



Date



Provost's Signature Date

September 30, 2025

Mary Lynn and Warren Staley School of Leadership
Academic Department Documents:

Personnel Review and Evaluation Standards and Procedures

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II. APPROVAL COVER PAGE

III. INTRODUCTION

The Staley School of Leadership (“School”) at Kansas State University (“University”) values and is committed to the social scientific, interdisciplinary, and professional traditions that constitute the foundation of the academic field of leadership studies and sub-fields of leadership education and leadership development. The faculty and staff of the School envision a thriving world with communities prepared to learn, to serve, and to lead change for society and for the public good. The SSL prepares people to make progress on the world’s most pressing challenges - through study and practice, in person and on-line, in Kansas, and globally. We advance understanding, enhance critical thinking, knowledge, and understanding of the roles, practices, processes, and influence of leadership individually, relationally, organizationally, communally and in society; prepare people for professional and civic, relational work, and engage with the University, profession, and Kansans to share this work. Advancing the R1, land grant role of a public university, aims to serve Kansas and the public as applied.

IV. STALEY SCHOOL OF LEADERSHIP STRUCTURE

Overview: The Staley School of Leadership is governed under rules and organizational structure laid out by the University and the School. The University Handbook (UHB) sets out the structure of the University, defining the organizational hierarchy and rules of university operation under the direction of the Kansas Board of Regents (KBOR), the University’s President, the Provost, and other staff assigned to support roles for these persons.

School: The University Handbook further identifies the major administrative units of the University as the respective Colleges making up the University. In 2009 the *Staley School of Leadership (SSL)* was designated an autonomous **major administrative unit** reporting to the provost for matters relating to budget, non-tenure track personnel, and daily operation. In 2020 the School began managing its own curriculum processes. The Staley School of Leadership is under the direction of the Dean (2022; UHB B21) of the Staley School (“Dean”) who is charged with operation and development, planning and budgeting, and personnel management and activities of the unit.

Department: The University Handbook (B30) defines the academic department as the basic administrative unit of the University. Each academic department reports to the Dean of the Staley School of Leadership. The **basic academic unit** is *Leadership Studies*. The Faculty of Leadership Studies (“Faculty”) is hereby designated an internally autonomous unit in matters of performance evaluation, tenure and promotion, and academic program control. These Faculty in turn report to the academic unit “head”, who is designated as Director of Leadership Studies (“Director”) and is responsible to the Dean.

Support Units: Supporting units (UHB B31) include Applied Learning Experiences (ALE), the University Honors Program (UHP), Scholar Development and Undergraduate Research (SDUR), and Leadership and Service Programs (LSP). An organizational chart in Appendix M outlines these units which are directed by faculty with administrative appointments and full-time administrators.

Relationship to Other Units

Colleges and units are subject to university-wide rules and regulations. In addition, units offering graduate instruction and advanced degrees are subject to rules and regulations of the Graduate School, which stands apart from other units in the University. The SSL does offer graduate programs.

The Staley School of Leadership is thus significantly affected by Graduate School rules and regulations pertaining to eligibility for graduate faculty membership and doctoral certification to direct dissertations as enacted by the Graduate Council and administered by the Graduate Dean apart from individual Colleges. The impact of all these rules and regulations is wide-ranging, affecting how faculty are permitted to teach, direct research, and award degrees.

Other relationships with separate academic units also exist at the Staley School through cases of collaboration, cross-disciplinary coursework, interdisciplinary programs, participation in College and University committees, and representation on the School's committees.

V. DEPARTMENT ADMINISTRATIVE STRUCTURE

Overview: The academic unit of Leadership Studies within the Staley School of Leadership is organized as a unit under the leadership of the Director and with full Faculty participation.

Unit Director Definition: Unit Head/Directorship, as intended by the Staley School, is one of collegial leadership among peers and faculty liaison to the Dean, wherein the *Director is regarded as a faculty member with administrative responsibilities* and who is answerable to the leadership studies faculty.

Appointment and Term of Unit Director: The Unit Director serves as the leadership studies department chair and shall serve for a recommended five-year period. The Director shall be eligible for coterminous appointment – maintaining roles as Unit Director and as a member of the faculty at the same time –without limit and remain consistent with the rules of appointment of a department chair or director outlined in section C159 of the University Handbook. The policy is inserted below for clarity.

C159.9 To be reappointed, the administrator should have the support of most of all personnel who responded to the request for feedback, which shall consist of those who report to and work closely with the administrator as defined in C159.3, as well as the concurrence of the dean. The Dean shall consider the advisory committee's recommendation before reappointing an administrative assignment. If the dean makes a reappointment decision that is against the wishes of the majority of the faculty and staff, the Dean will schedule a meeting with the group being served and the next higher-level administrator to give a rationale for the reappointment and an opportunity to respond to their decision.

C159.10 Those departments who elect a chair follow the departmental internal evaluation procedures.

Duties of Leadership Studies Director: The Director of Leadership Studies is responsible for the Unit including, the responsibility for **Communication & Representation** of the unit's faculty, goals, and expectations by clearly conveying and representing them to the Dean and other administrators. **Decision-Making** that is sound and aligned with unit goals. **Collaborative Governance** that encourages faculty input in decision-making processes. **Strategic Planning** to develop and implement unit goals while fostering faculty initiative. **Information Sharing** to keep faculty informed about external events impacting the unit. **Faculty Support** to address faculty concerns promptly, respectfully, and confidentially. **Fiscal Responsibility** to create a responsible budget with faculty consensus. **Administrative Services** that ensure competent, timely, and professional support services. Facilitating **Evaluation Processes**, they oversee annual evaluations, tenure, and promotion procedures. The director's work requires that they maintain faculty trust through fairness, flexibility, thoughtfulness, and effective organization.

Evaluation of Unit Director: The director reports directly to Dean. By policy (UHB C159.11), the Dean facilitates evaluation of the unit Director(s) at least every five years. The concept of directorship, however, strongly implies accountability to the faculty. Directors therefore should expect to be multiply evaluated. The Director of the Unit shall be evaluated annually by members of the Unit: i.e., the Director shall offer his/her merit materials for faculty review as part of the merit evaluation cycle conducted within the Unit. Except that the Director shall not be included in the merit ranking data forwarded to the Dean. The purpose of excluding the Director is to avoid drawing down available merit pool monies since the Dean separately evaluates Directors for merit purposes.

Faculty are not required to offer formal comments on Director performance and are encouraged to do so and may submit their comments directly to the Director or to the Dean. Evaluation by peers within the Unit shall

include assessment of all areas applicable to all other similarly situated faculties (i.e., teaching, research, service) and include comments regarding administrative performance by the Director on the duties of that office.

VI. FACULTY STRUCTURE AND RESPONSIBILITIES

Overview: Consistent with University Handbook Section C10, the School is comprised of the following positions, constituting its faculty:

- Professor, associate professor, and assistant professor – probationary or tenured
- Senior instructor, advanced instructor, and instructor – term or regular appointment (UHB C12.0)
- Senior professor of practice and professor of practice – term or regular appointment (UHB C12.3)
- Teaching professor, teaching associate professor, and teaching assistant professor – term or regular appointment (UHB C12.4)
- Research professor, research associate professor, and research assistant professor – term or regular appointment (UHB C12.1)

Title Category	Ranks	Appointment Type	UHB Reference
Tenure-Track / Tenured Faculty	Assistant Professor Associate Professor Professor	Probationary or Tenured	UHB C12.0
Instructor Track	Instructor Advanced Instructor Senior Instructor	Term or Regular	UHB C12.0
Professor of Practice Track	Professor of Practice Senior Professor of Practice	Term or Regular	UHB C12.3
Teaching Professor Track	Teaching Assistant Professor Teaching Associate Professor Teaching Professor	Term or Regular	UHB C12.4
Research Professor Track	Research Assistant Professor Research Associate Professor Research Professor	Term or Regular	UHB C12.1

The Staley School of Leadership recognizes that leadership studies faculty members (sometimes referred to as LEAD faculty or LEAD Studies faculty) are the essential element of a university, a college, and successful academic programs and services. Faculty are distinguished by their professional expertise and, in the case of the faculty of leadership studies, by their participation in international, national, state, and local teaching, research, and/or service contributions. As a result, the School stands on record as supporting a strong cohesive, yet independent, faculty structure that enhances the mission of the University, the School, and the interdisciplinary areas represented by individual faculty and the collective-named faculty.

Aligned with University and School workload policy (C. 1- C. 7), the university's baseline workload for non-tenure-track instructional faculty in the leadership studies is 80% teaching and 20% service. Frequently, non-tenure track faculty in leadership studies hold a 90% teaching and 10% workload. Workload varies across courses and programs and based on faculty positions (e.g., Instructor, Teaching Professor, Research Professor, Professor of Practice, etc.), the specific program demands, the nature of the courses assigned (e.g., undergraduate, graduate, eight-week, large lecture), and the combination of courses faculty are asked to teach in a given semester or academic year.

Teaching Workload Expectations

Quality teaching is a core mission of the School. Each course's Full-Time Employee (FTE) allocation reflects a commitment to teaching excellence. Table 1. Summarizes faculty expectations related to teaching and learning.

Table 1: Teaching Responsibilities

Category	Description
Curriculum Development	Create standards-aligned curriculum focused on student success and engagement.
Program Development	Design and deliver comprehensive course content that meets program expectations.
Course Administration	Maintain office hours, accurate records, and provide timely, constructive feedback and communication.
Course Design	Develop original assignments and activities using current research, best practices, and relevant resources.
Learner-Centered Approach	Offer learning accommodations across formats (in-person, online, hybrid, field-based) to meet learner needs.
Continuous Improvement	Engage in professional development, stay current with leadership education research, and use data to improve teaching practices.

Facilitating high quality learning is fundamental to leadership education and development. The FTE for each course encompasses various responsibilities, including curriculum development, holding office hours, maintaining records, grading, responding to student emails, providing required accommodations, and delivering instruction (whether in-person, online, hybrid, or field-based).

Table 2: Typical Workload Assignments

Position	Teaching	Research	Service
Assistant Professor (TT)	40%	40%	20%
Teaching Assistant Professor (Non-TT)	80%	0%	20%
Research Assistant Professor (Non-TT)	0%	80%	20%
Instructor (Non-TT)	90%	0%	10%

Table 3: Teaching Load Assignments

Faculty Type – 9 months	Teaching Load (per semester)	Total Credit Hours (per academic year)
Tenured/Tenure-Track Faculty	2 courses per semester (2:2)	12 credit hours
Non-Tenure Track Teaching Faculty	4 courses per semester (4:4)	24 credit hours

Faculty members make diverse contributions toward fulfilling the university's teaching and learning mission. Although a 40/40/20 load is common and emphasizes faculty members' contributions in teaching, faculty and the Director may negotiate alternate workload distributions based on factors, including but not limited to: level of the course (UG or GR), class sizes, GTA or other outside support, writing intensive classes, development of new courses, a significant overhaul of existing courses, development of micro credentials or certificates for credit, non-credit bearing activities, courses taught outside the faculty members' area of expertise, type of course (field experience, practicum, applied learning, etc.), courses repeatedly taught over time, preparation and management of instructional grants, attending to accreditation requirements, decreased research productivity, increased research obligations (e.g., multiple large grants necessitating more than 40% research effort), and other faculty or administrative circumstances requiring workload adjustments.

As detailed in the University Handbook Appendix Y, colleges and/or unit-level departments have the right to define Equivalent Section Credit Hours (ESCH). Within the SSL, a reasonable workload for a faculty member with

a 100% Teaching Assignment is 30 ESCH, with adjustments based on the actual Teaching Assignment (see Table 4 below).

Table 4. ESCH by Teaching Assignment

Teaching Assignment	ESCH
10%	3
20%	6
40%	12
60%	18
80%	24

SSL ESCH are defined (GR and UG courses) as the number of credits listed in the course catalog.

Table 5. Teaching Scenarios

Scenario	ESCH Allocation	Notes
Teaching multiple sections	Catalog credit hours × number of sections	Applies to all formats
Dual-listed courses (same time slot)	Counted as one course	No additional ESCH for dual listing
Online/Hybrid sections	Catalog credit hours × number of sections	Same as in-person sections
LEAD 312 (Train the Trainer/Peer Mentoring)	3 ESCH per section	Must meet minimum enrollment; not a distinct course prep
Multiple sections of LEAD 312	3 ESCH per section	Each section must meet minimum enrollment
Micro-credential: Grad Edge	1 ESCH	Assessed case-by-case
Micro-credential: Engineering Leadership	3 ESCH	Assessed case-by-case

The SSL acknowledges the faculty's diverse contributions toward fulfilling the school's mission. Adjustments can be made to the teaching assignment based on additional factors representing "extra effort," especially when these activities are assigned to faculty members. Table 6 outlines a credit system to support faculty negotiations with the department chair. Options for recommended adjustments are offered to meet departmental needs and ensure FTE are supported adequately.

Table 6. Teaching Credit Suggestions

Factor	Extra Effort	Recommended Adjustment
Developing a new course	<i>Faculty member prepares course pack to support pilot semester</i>	1 summer pay period
Developing a new micro-credential	<i>Faculty member prepares proposal and program curriculum</i>	1 summer pay period
Faculty-led Education Abroad	<i>Faculty members lead educational travel abroad for coursework</i>	Included in FTE teaching workload may be negotiated to account for additional effort required in certain cases.
Graduate Advising	<i>Chairing four master's thesis and/or doctoral dissertation committees within a three-year period</i>	Course release (annually if students matriculate at or above department average)

Onboarding and/or Mentoring Instructors *Assigned to mentor or onboard SSL Instructors (e.g., co-Adjusted Service to Admin workload considerations. teaching, serving as team leader, mentoring)*

Faculty in a professor, associate professor, or assistant professor position (tenured/tenure-track; 9- month contract) have at minimum, the following responsibilities:

- Carry a 12-credit hour teaching load per academic year (4 courses/year)
- Advise graduate students.
- Be productive in Research, Scholarly and Creative Activities and Discovery (RSCAD)
- Contribute through service/administration.

These positions are distinguished by the possession of a terminal degree and a focus on teaching, research, and service/administration.

Faculty in a senior instructor, advanced instructor, or instructor position (non-tenure track; 9-month contract) normally have the following responsibilities:

- Carry a 24-credit hour teaching load per year (8 courses/year)
- Contribute through service / administration.

These positions are distinguished by a primary focus on instruction.

Faculty in a senior professor of practice or professor of practice position (non-tenure track; 9-month contract) normally have the following work responsibilities:

- Carry a 24-credit hour teaching load per year (8 courses/year) unless research and/or additional service expectations are negotiated with and agreed upon by the Director, resulting in reduced teaching expectations in exchange for increased research and/or service expectations.
- Contribute through service / administration responsibilities.

These positions are distinguished by extensive industry and/or professional experience and maintaining that experience and practice as part of their work responsibilities.

Faculty in teaching professor, teaching associate professor, or teaching assistant professor position (non-tenure track; 9-month contract) normally have the following responsibilities:

- Carry a 24-credit hour teaching load per year (8 courses/year) unless RSCAD, program, or other unit duties and expectations are negotiated with the Director, resulting in reduced teaching expectations in exchange for increased research and/or service expectations.
- Contribute through service / administration responsibilities.

These positions are distinguished by the possession of a terminal degree and a focus on instruction. Non-tenure track faculty with significant School administrative responsibilities may receive a work adjustment (see Appendix for complete Department Adjusted Workload Policy) to enable them to carry out their administrative responsibilities effectively. Individuals on these appointments are not eligible for tenure or voting on matters of tenure or promotion for tenure- track faculty. Service in these positions is not credited toward tenure (UHB C12.1). Responsibility adjustments will be negotiated with and determined by the Director. The evaluation of administrative performance will be factored into the responsibility area of service / administration.

Faculty in research professor, research associate professor, or research assistant professor position (non-tenure track; 9- or 12-month contract) normally have the following work responsibilities:

- Establish a comprehensive research agenda and identify grants and funding to support RSCAD
- May carry a 12 - credit hour teaching load up to 4 course/year)
- Contribute through service / administration responsibilities.

These positions are distinguished by high levels of grant activity and sponsored research. Individuals on these appointments are not eligible for tenure or voting on matters of tenure or promotion for tenure- track faculty.

Service in these positions is not credited toward tenure (UHB C12.1).

Other Faculty Designations

Graduate Faculty

Graduate faculty members are expected to be meaningfully involved in and contribute to the School's graduate programs. This includes teaching graduate courses, serving as major professor and committee member, and contributing to the functioning of the programs.

Other Faculty Members: Occasionally persons may be appointed to other positions in the Staley School of Leadership (e.g., adjunct faculty, affiliate faculty, or contract instructor). It is the policy of the unit that other positions may only be used after: (a) consultation and agreement among the affected faculty and the program leads regarding the appropriateness of assignment; (b) assurance that no other qualified regular faculty members are available to fulfill the same role; and (c) the program will be well served through the other faculty members' work. Other faculty are further subject to performance evaluation as prescribed later in this document.

At the graduate level, under no circumstance may an adjunct or affiliate faculty serve as a major professor for either master's or doctoral committees, although in specific cases adjuncts or affiliates serve on master's and/or doctoral committees as appropriate and as permitted under the Graduate School rules and regulations.

Appendices A and B identify standard responsibility distributions. The percentages pertaining to responsibility distribution reflect the relative weight of each responsibility area in evaluation scores.

Faculty with significant School administrative responsibilities may receive a workload adjustment enabling them to fulfill their administrative responsibilities effectively. Responsibility adjustments will be negotiated with and determined by the Director, in consultation with the Dean, depending on the nature and the scope of the administrative appointment. The University Handbook Section C7 outlines the following: "Administrative duties. Faculty members also may have administrative duties, such as serving as department heads/chairs, assistant deans, and associate deans. Administrative officers may hold academic rank in a department." Adjustments can occur if the Director, in consultation with the Dean, determines investment in time should change (e.g., preparation of a significant external grant application).

The Director will base their decision on the performance of the faculty members and the needs of the Unit and School. If the Director or faculty member are contemplating responsibility adjustment for a faculty member, they must first discuss the potential adjustment with one another. The Director will evaluate the exigency and rationale regarding the load adjustment, communicate their decision and rationale to the faculty member in writing, and then meet with the faculty member to review the decision and rationale if the faculty member wishes to meet. The load adjustment will usually go into effect the next regular academic term.

In 2023 the University adopted a Workload Policy. The School will develop and submit their own policy including a department adjusted workload or Different Allocation of Workload DAW at the end of 2025. Below is the drafted policy of the SSL. This policy was initiated by a faculty committee with final drafting and revisions from academic administration and the Provost's Office recommendations and final approval. This document provides a framework to ensure fairness and clarity while allowing for the dynamic and changing needs of faculty, units, departments, and programs.

Standard Tenure/Non-Tenure Track Workload Policy

The School aims to provide equitable and flexible workload allocations meeting the needs of faculty, units, programs, and the department. Faculty, and the director, should use the guidelines in this document alongside department-specific policies for fair workload allocation. This balanced approach ensures that individual faculty circumstances are considered while aligning with institutional policies and priorities.

Consistent with University Handbook Section C10, SSL faculty constitutes the following positions:

- Tenured/Tenure-track faculty (TT)
- Non-tenure-track faculty (non-TT)

SSL faculty workload assignments consist of three standard responsibilities (teaching, research, and service), which collectively reflect a full-time equivalent (FTE), and the fraction assigned to each appointment is devoted entirely to that component. Workload assignments will typically follow the guidelines described herein, with specific assignments laid out in appointment letters and subject to adjustments annually. Typical workload assignments for SSL faculty are in Table 6

Table 7. Typical Workload Assignment

Position	Teaching	Research	Service
Assistant Professor (TT)	40%	40%	20%
Teaching Assistant Professor (Non-TT)	80%	0%	20%
Research Assistant Professor (Non-TT)	0%	80%	20%
Instructor (Non-TT)	90%	0%	10%

Teaching, Research, and Service assignments will follow the guidelines outlined in this document, which constitute SSL faculty workload policies. **This workload policy aims to: (1) establish equitable baseline workload expectations across faculty roles and (2) establish a framework to negotiate additional workload expectations, such as in the case of overload assignments, changes to compensation for assignments that result in overload, and temporary or permanent changes to assigned responsibilities.** Flexibility is expected in education and depending on the needs and the circumstances of faculty, students, and institution. The director of leadership studies assigns and negotiates additional workload opportunities.

Teaching Expectations

Quality teaching is a core mission of the SSL and the work of leadership studies. Faculty with teaching responsibilities are expected to maintain a strong commitment to teaching excellence and contribute appropriate levels of teaching consistent with their assignments. Faculty may be asked and/or assigned in workload to teach in the undergraduate (UG) courses. Faculty holding graduate faculty status may be asked and/or assigned to teach graduate (GR) coursework.

Research

KSU, a public land-grant institution, holds the prestigious R1 Carnegie Classification, denoting its status as a doctoral university with the highest level of research activity. The SSL acknowledges the diverse activities that encompass a faculty member’s scholarly research program and expects faculty members to demonstrate leadership in research, scholarship, creative activities, and discovery (RSCAD).

SSL faculty members are expected to engage in a range of RSCAD activities that align with the university's mission. Such activities include, but are not limited to disseminating original, engaged, and/or applied research

to address local, state, and global issues, collaborating with colleagues in different fields to address complex leadership issues, securing extramural funding, mentoring the next generation of leadership scholars, and adhering to the highest standards of research integrity and ethical compliance. By fulfilling these expectations, SSL faculty contributes to K-State's mission of advancing knowledge, fostering innovation, and serving the public good. As outlined in the SSL Departmental Documents Appendix B, RSCAD activities contributing to the faculty members' workload should emphasize tangible outputs and scholarly achievements (see Table 7 for examples).

Table 8. Outputs for Research, Scholarship, Creative Activities, and Discovery

RSCAD Activity	Examples of Outputs
Authorship & Publication	Publication of at least one high quality RSCAD product in an appropriate outlet (e.g., reputable peer-reviewed or discipline-specific journals). Substantial progress toward publication of a large, high-quality project.
Seeking, Securing, & Managing Grants & Contracts	Submission of a major external grant proposal (including overhead/indirect dollars) as a Principal Investigator or Co-Principal Investigator.
Presenting at Academic Conferences	Presentation of research at a regional, national, and/or international conference.
Contributing to Policy Development	Conducting research that informs or shapes policy decisions at the local, state, or national levels.
Developing Practitioner-Based Resources	Creating textbooks, online resources, or other educational materials that translate complex research into forms accessible to students and the public.
Creating & Validating Assessment Tools	Developing tools and instruments to assess leadership learning, development, and practice and validating these tools for reliability and accuracy.
Serving as a Reviewer for Scholarly Journals	Contributing to the academic community, by completing journal manuscript peer-reviews, serving as an editor, attending to the quality of published research.
Recognition & Awards for Research Excellence	Receiving honors or awards that acknowledge and highlight significant research contributions and impact within the academic or broader community.

Faculty engaged in time-consuming research may negotiate teaching load reductions through course buyouts or other negotiated arrangements. However, when a faculty member's research productivity falls short of the expected standards outlined in department documents, adjustments may be made to their teaching and service responsibilities to better meet the needs of the unit or school. This approach ensures that research-active faculty can balance teaching, research and creative activities, and service while fulfilling the university's mission and advancing their scholarly endeavors. Faculty contribute meaningfully to improving leadership practice, leadership education and development, and public problem-solving. This work often bridges the gap between research and practice, directly impacting local, state, national, and global communities.

Service

Service excellence is reflected in a faculty member's ability to meaningfully apply their expertise within the

department, college, university, profession, and broader community. Service responsibilities are categorized as either directed or non-directed, as outlined in the University Handbook (Sections C32.6 – C32.7). Faculty members typically engage in both directed and non-directed service activities. Regardless of appointment type, faculty are expected to actively participate in School, in leadership studies faculty meetings, SSL events, support faculty searches, and contribute to accreditation processes when necessary. *Service contributions beyond the expected level are not a substitute for meeting workload expectations in teaching and/or research.*

Faculty contributions to service can take various forms, reflecting engagement within the institution, the profession, and the broader community. These contributions are critical to the functioning of the university and the advancement of the profession. Examples of service activities include but are not limited to:

Directed Service

Directed Service advances the goals and objectives of a unit and the university, requires academic credentials or specialized skills, and forms part of a faculty member's workload assignment. In the SSL, all faculty members are assigned a minimum of 5% directed service unless otherwise negotiated with the director. Examples of Directed Service include:

Table 9. Directed Service Examples

Responsibility Area	Description
Committee Service	Serving on assigned committees (e.g., governance, search, tenure & promotion)
Accreditation & Evaluation	Participating in accreditation reviews, self-studies, and program evaluations
Advisory Boards	Serving on college or university advisory boards
Recruitment Efforts	Engaging in targeted recruitment activities
Faculty Mentorship	Providing formal mentorship to developing faculty beyond instructional support
Graduate Supervision	Supervising graduate students (e.g., GTA, GRA)
Faculty Development	Participating in faculty development initiatives
Internship/Practicum Coordination	Coordinating internship or practicum experiences

Non-Directed Service

This refers to faculty members' contributions to their institution, profession, or community that are not explicitly assigned or required by their job description.

Institution-Based Service

Work that is essential to the operation of the university. Examples of Institution-Based Service include:

Table 10. Institution Based Service Examples

Responsibility Area	Description
Voluntary Committee Participation	Leading or participating in committees, workgroups, or task forces not assigned by supervisor
Faculty Senate Service	Serving on Faculty or Professional Staff Senate
Honors & Research Mentorship	Mentoring students in honors programs or undergraduate research
Student References	Writing letters of reference for students
Student Organization Advising	Serving as a faculty sponsor or advisor for student organizations

Responsibility Area	Description
Institutional Review Board (IRB)	Fulfilling responsibilities including serving on IRBs
Student & Staff Supervision	Supervising and training students, graduate assistants, and research staff
Academic Advising Resources	Developing resources to support academic advising
Student Success Programs	Coordinating or participating in programs aimed at student success

Profession-Based Service

Work that provides leadership and service to the faculty member's profession or discipline. Examples of Profession-Based Service include:

Table 11. Examples of Profession Based Service

Responsibility Area	Description
Professional Organization Leadership	Holding elected or volunteer roles in professional organizations
Editorial Roles	Serving on editorial boards or acting as editor for academic journals
Advisory & Review Panels	Participating in advisory boards, study sections, or grant review panels
External Peer Review	Providing peer reviews for tenure and promotion cases
Scholarly Peer Review	Reviewing scholarly articles, book proposals, or conference submissions
Professional Events	Hosting and leading webinars or conferences
Open Educational Resources (OER)	Developing and sharing OER materials
Scholarly Networking	Engaging in academic partnerships and professional networking

Public-Based Professional Service

Work that applies knowledge and expertise for the benefit of a public audience.

Table 12. Public-Based Professional Service

Responsibility Area	Description
Public Leadership	Serving in leadership roles for public organizations
Conference Leadership	Organizing and leading events at international, national, regional, or local levels
Faculty Practice	Providing leadership development to external organizations
Public Representation	Representing the profession in forums, media, expert testimony, or advocacy
Community Workshops	Participating in workshops aimed at community education and engagement
Policy Consulting	Consulting with policymakers on relevant issues
Community Program Administration	Administering or supporting community-based projects and programs
Public Programs	Delivering non-credit educational offerings (e.g., micro-credentials)
Community Resource Development	Creating resources for public use (not counted as publications)

Faculty with Administrative Appointments

Faculty assigned administrative roles (directed service) within the college or unit (e.g., Dean, Associate Dean, Assistant Dean, Center Director, Program Director, Curriculum Coordinator, etc.) require adjusted expectations for teaching, research, administration, and service. These adjustments are typically influenced by factors such as the size of the unit, the scope of the role, workload responsibilities and other pertinent factors. 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.

Disagreements in Workload Allocation

Most apportionment allocations are anticipated to be resolved through mutual agreement between the faculty member and the leadership studies director, facilitated by open dialogue. This often occurs during the Annual Review meeting but can take place at any time during the year. This process not only enhances transparency, it underscores the shared responsibility of both parties to engage in constructive, collegial discussions aimed at achieving an equitable and reasonable alignment of expectations and responsibilities. In cases where disagreement arises concerning a faculty member's workload assignment, it is expected that both the faculty member and the Director will work toward a collaborative resolution. Unable to resolve the disagreement, the faculty member may request a meeting with the Dean whose decision shall be considered final.

Appointment and Assignment of Faculty

Overview: Appointment and assignment of faculty to the Staley School of Leadership shall follow University and School requirements for standards and procedures. The Staley School of Leadership, however, asserts the appropriateness of position searches at the unit level and in consultation with the academic program area (e.g., Global Food Systems Leadership, Nonprofit, LEAD). The unit accepts responsibility to assign faculty in keeping with unit needs after consultation with the Dean.

Reappointment

UHB Sections C50.1-C116.2 outline the University's expectations regarding the reappointment process. Faculty members on probationary appointments (UHB C50.1) and regular non-tenure track appointments (UHB C60) are evaluated annually to determine reappointment. Faculty members on a tenure-track appointment must go through the reappointment process until they are granted tenure.

The Leadership Studies Faculty asserts the right to play a primary role in reappointment decisions. Each tenured or ranked faculty member (associate professor or above) in the Unit, constrained by other University and School requirements, shall have an annual opportunity and responsibility to make recommendations concerning reemployment of each probationary faculty member in the Unit. Guiding, but not limiting, such a reappointment decision shall be procedures adopted by Unit faculty as outlined in Appendix C). If the Director is willing to support the majority Faculty recommendation concerning the nontenured faculty member, then the unit shall convey that recommendation to the Dean with justification. If the Director cannot support the majority recommendation, they should inform the tenured faculty, who may select a member to convey the majority opinion to the Dean.

Mid-probationary Review

The purpose and spirit of mid-probationary review is to provide specific feedback on tenure-track faculty progress toward satisfactory attainment of tenure status in conformity with tenure and promotion standards as adopted by each eligible program Faculty. As presently structured, mid-probationary review requires all tenure track faculty in the third year of service to submit the collection of materials and other documentation on

university-prescribed forms to the Director of the unit. The purpose of such submission shall be to permit the Director, the tenured voting Faculty in the unit, the Tenure and Promotion Committee of the School, and the Dean to examine all items submitted as if the faculty member were being evaluated for tenure, except that the mid-probationary process shall end with the Dean's review. Upon completion of the mid-probationary review, the Director and the Dean shall inform the faculty members under review of the results, including specific advice to the faculty members on expected improvements.

Tenure and Promotional Pathways

Faculty on regular appointments non-tenure track may apply for promotion, either by advocacy or by personal request (see Appendix F). The unit shall determine eligibility for such a request by consulting the University Handbook. If the person is eligible, the Director shall elicit recommendations from the eligible voting Faculty holding equal or higher rank than the requested new rank, except only equal rank shall qualify individuals to vote in the case of promotion to the rank of full professor.

For promotion to Associate or Full Professor (tenure track), eligible voting faculty are defined as those tenured faculty within the unit wherein such promotion would occur if the applicant's request were to be granted. For promotion within any of the term or regularly appointed non-tenure track professional positions, eligible voting faculty members are defined as tenured and tenure-track and non-tenure track faculty who have advanced through the promotional pathways within the unit.

Recommendations from the eligible voting faculty members shall conform to ballot requirements. If the Director is willing to support the majority faculty recommendation regarding promotion, then the Director shall convey that recommendation to the appropriate levels required by tenure and promotion procedures.

If the Director cannot support the majority recommendation, then the Director shall inform the Dean of voting results and shall further inform the voting faculty, who shall have the right to select a person from faculty ranks to convey and explain the majority opinion to the Dean.

Promotions in Rank Connection to Salary Increase: Raises associated with promotions of tenured/ tenure track faculty follow policy and formula established by the University. Raises associated with promotion of non-tenure track faculty are not standardized by the University and therefore subject to availability of funds.

Autonomy and Voting: Foreseeable, and unforeseeable events may at times render impractical the conduct of complete self-direction of the faculty. This reality arises most predictably when retirements or resignations reduce midlevel and senior voting ranks to such levels within a single program area to cause too few eligible voting faculty to defensibly conduct business as described throughout this Policy and Procedures Manual. Therefore, if and only when such voting rights imbalance occurs, it is the policy of the Unit to consult affiliate faculty and core faculty membership of the interdisciplinary Leadership Communication voting faculty to obtain a reasonable number of eligible votes in matters of curriculum conduct and/or especially in matters of carrying out promotion and tenure responsibilities. When there are fewer than three eligible members of LEAD faculty entitled to vote on any tenure and/or promotion or course and curriculum matter, the other faculty (as noted above) shall be asked to vote. Once a program's faculty numbers and ranks are restored, each faculty shall return to its autonomous state.

VII. EVALUATION STRUCTURE

Statement of Principles: The Faculty of Leadership Studies in the Staley School of Leadership at Kansas State University recognizes and supports the acts of measuring, evaluating, and rewarding performance of all faculty. The faculty values a wide range of contributions to the school's assigned mission of teaching, scholarship, and service and asserts that annual evaluation, the award of tenure, and the award of promotion in rank are performance events that should be linearly connected to the greater institution's advancement. The faculty therefore concludes that quality and versatility in performance, together with meaningful contribution to the school's mission, are the appropriate metrics for decisions about evaluation of non-tenure, tenure-track, and tenured faculty and about the actual award of tenure and/or promotion. See Appendices A-B.

Evaluation Defined: Evaluation is defined as comprising a set of activities engaged in by the Unit leading to assessment of the performance of the individual faculty against the goals and objectives set out for everyone within the categories of teaching, research, and service as appropriate to the Unit's various program emphases. To promote effective performance, all tenure-track and non-tenure-track faculty go through an annual evaluation process intended to be both summative and formative (UHB C30.1). Summative annual evaluation is designed to evaluate performance during the evaluation window. Formative annual evaluation is designed to assist personnel in goal planning, resource identification, and professional growth and performance.

The annual evaluation process is distinct from the tenure and promotion process (see UHB C and Appendix E).

Annual Evaluation Procedure: The activities resulting in the act of evaluation are elaborated in Appendices A and B. For general policy explanation purposes, evaluation procedures in School are as follows:

- The evaluation period shall cover the January through December calendar or associated university timeline.
- Evaluation shall follow the timelines outlined by the university calendar and other dates as set out in the evaluation policy in Appendix A. In addition, all other people having teaching or student-supervisory responsibility in the Unit through special arrangements such as adjunct or other status, shall be subject to formal evaluation. Such evaluation, however, shall be only on teaching /supervisory performance and shall be carried out only in those semesters when the instructor/supervisor is actively assigned to a teaching role.

VIII. UNIT BUDGET

Overview: The Staley School of Leadership accepts the responsibility and privilege of faculty self- determination regarding use of available resources. The Unit Director shall be charged with wise and resourceful administration of the leadership studies academic unit budget matters. Faculty may expect to be provided with access to the unit's resources within the limitations of program priorities, benefits, and resource constraints.

General Reporting: The Director shall make the budget available to faculty as it is available.

IX. DEPARTMENT PROGRAMS

Overview: The Staley School of Leadership offers a variety of programs under a broad leadership umbrella. In this case “program” refers to undergraduate and graduate curricular offerings or emphases within the Unit.

Undergraduate Programs

The Unit offers a range of undergraduate programs. At time of last approval, the programs include:

- Leadership studies undergraduate certificate
- Nonprofit leadership undergraduate certificate
- Global Food Systems Leadership secondary major

Graduate Programs

The Unit offers a full program of leadership graduate studies culminating in master’s certificates, micro credentials, master’s, and doctoral degrees. The programmatic focus is on developing leadership capacity for professionals in public, private, and nonprofit settings, to include leading work in business, faith life, schools, communities, and in society. Program materials identify degree and/or credentialing requirements. At time of last approval, the programs include:

- Nonprofit leadership graduate certificate
- Leading change graduate certificate
- Leadership for conflict transformation interdisciplinary master’s degree (pending approval)
- Leadership communication interdisciplinary doctoral degree
- Grad Edge non-credit micro-credential
- When Everyone Leads Facilitator micro-credential

X. DEPARTMENT ADVISING

Expectation for Advisement: High quality academic advising is essential to ensure that students achieve their degree and/or academic objectives in a timely and efficient manner. All faculty in the Unit are thus expected to provide responsive, high-quality advisement. Faculty shall be evaluated in meaningful part on their assigned advising to students at all degree levels. Graduate advising is outlined in the workload policy. Undergraduate course advising is not included in instructional or FTE assignments as it is part of the university professional advising practice. SSL has a professional academic advisor who performs undergraduate advising duties.

Qualification for Advising and Graduate Committee Membership: All faculty in the Unit shall be assigned advising duties appropriate to their program employment. All permanent faculty attached to graduate programs in the Unit shall be further certified by the Graduate School to serve on master's and doctoral committees. Additionally, such faculty as appropriate shall be certified to direct doctoral dissertations. The unit faculty, in consultation with the Unit Director, shall determine an efficient, effective, and equitable method of distributing advisement work.

XI. DEPARTMENT GRADUATE LEVEL EXAMINATIONS

Overview: The Staley School of Leadership has a responsibility under the rules of the Graduate School to administer final examinations or projects to master's and doctoral degree candidates.

Master's Comprehensive Examination

Master's examinations shall be made available to qualified students each semester at a regularly scheduled time. Care should be taken that students request examinations in semesters when their supervisory committee members are contractually employed. Construction and supervision of master's exams are the responsibility of the Unit's graduate faculty and/or in conversation with interdisciplinary academic program faculty. These tasks may not be delegated except for general coordination purposes.

The nature of master's examinations will vary. Each program area will consider and establish the structure of examinations on a regularly scheduled basis. Examinations may be oral, written, or portfolio based on the discretion of the graduate program's Faculty. Students who pass master's comprehensive examinations will be notified in writing by the Graduate School. Students failing to secure a pass vote will also be notified in writing. For accreditation and assessment purposes, an electronic system for collecting and reporting results of all comprehensive examinations shall be created, with results maintained on file in the Unit Office and held until there is no further need to maintain such data.

Doctoral Preliminary Examinations

Doctoral preliminary examinations shall be made available to qualified students each semester at a regularly scheduled time. Care should be taken into consideration so that students request examinations in semesters when their supervisory committee members are contractually employed. Construction and supervision of doctoral preliminary exams are the responsibility of the faculty in each respective program. These tasks may not be delegated except for general coordination. The nature of doctoral examinations will vary over time within the constraints of Graduate School regulations. The scope of permissible preliminary examinations may vary according to the procedures outlined within the program by laws or student handbook. In effect, the supervisory committee determines the nature of the preliminary examination. Students passing doctoral examinations will be notified by the Graduate School. Students failing to secure a pass vote will also be notified in writing. For accreditation and assessment purposes, an electronic system for collecting and reporting results of all preliminary examinations shall be created, with results maintained in the Unit Office until there is no further need to maintain such data.

XIV: DEPARTMENT RESPONSIBILITIES

Introduction: In addition to the duties assigned to the Unit Director in the Unit Handbook, other duties and responsibilities for the maintenance and operation of the unit may be apportioned out to individual faculty members within each academic program area, who will report regularly to each relevant Faculty. Unit members will share responsibilities for maintenance tasks for the Unit and School. Matters of committee assignment, Department projects, and initiation of new projects will be brought to the relevant Faculties for information purposes. All faculty invest substantial time commitments when they design, conduct, and publish/or present research, scholarship, creative activities, and discovery (RSCAD); engage with external stakeholders; pursue collaborative research; and prepare, submit, and revise proposals for extramural financial support. The School recognizes that RSCAD productivity can vary from year to year based on factors such as project scope, methodology used, and contribution and effort towards projects. Consequently, the final evaluation score for research will be evaluated based on a three-year “rolling average” (i.e., current evaluation window (year 1) = 50% of research evaluation; the previous evaluation window (year 2) = 30% of research evaluation; the evaluation year prior to year 2 (year three) = 20% of research evaluation).

Definitions: For definition purposes, maintenance and operation of the Unit have been classified as:

- budget/resource allocation
- graduate studies
- external relations
- internal relations
- evaluation
- curriculum
- research
- internship/field experiences.

The leadership studies director shall accept general oversight and leadership for all these areas and shall be responsible for coordinating all other work assignments in cooperation with the faculty.

Duties: Unit members have an obligation to equitably share all responsibilities reasonably associated with the Unit. This includes, but is not limited to, membership on committees formed at the School and University levels. The faculty across all programs shall be sensitive to equitable distribution for service on standing unit committees to include Student Affairs Committee, Faculty Affairs Committee, Academic Affairs Committee (chaired by Director), Culture and Community Committee, Technology Committee, Evaluation Committee, and Tenure and Promotion Committees. An effort shall be made to avoid long-term service by any faculty member on any Unit committee. The same spirit shall be observed in other units and University committees and service appointments as may arise on an irregular or special basis.

XII. DEPARTMENT MEETINGS

Times: The broad mission of the Unit and its resulting academic program structure necessitates meetings centered on the unique work of the various parts of the Unit. The Director shall call meetings, prepare agendas and materials, and conduct meetings with the various Faculties as needed, or may assign responsibility for scheduling and conducting such meetings. Each separate program's Faculty shall have the responsibility to meet regularly around its respective business and shall keep the Director fully informed and engaged.

Faculty are expected to attend monthly meetings in addition to termly participation in faculty retreats. Retreats are held to develop curriculum, assessment practices, and content alignment. Finally, the Dean will call *All School Meetings*, which take place once-twice per/semester.

Decorum: Each Faculty member is responsible for advanced preparation and positive contributions to the meeting. Meetings are to allow for an open exchange of ideas. To foster a professional atmosphere, no personal attacks or devaluation of members will be allowed and will be countered with verbal disapproval by other members.

Records: Record Minutes of each meeting will be written and maintained electronically in central files. The Unit academic administrator will maintain central records in coordination with the unit Director.

XIII. POLICIES AND PROCEDURES

Introduction

This chapter outlines the procedures for adding and revising chapters in these department documents and follows the process outlined in the Kansas State University Policies and Procedures Manual.

Each chapter in the Department Documents is to be written in the same format to the best extent possible and divided into appropriate topics. Each chapter is in a format for ease in reading and for uniformity.

This chapter is an example of the format to be used. Each chapter consists of topics in the table of contents. The topics include the following:

1. An introduction or a general overview,
2. References or statutes that apply,
3. Detailed policies and procedures (this may involve several sections),
4. Point of contact for questions and,
5. If appropriate, Use Related Content as the title for the section in the table of contents for the forms, attachments or other materials.

Updates to policies must be introduced at a faculty meeting. Typically, the academic affairs committee brings forward new academic policy, however, it can be proposed by any member of the faculty. Faculty members are defined by those employees holding faculty appointments with leadership studies including nonprofit, global foods system leadership, leadership communication, and associated undergraduate/graduate programs of leadership studies. Policy must be put to a vote by the faculty prior to inclusion in the updated documents. Whenever there is a change made, the Director of the unit is responsible for communicating the proposed change, facilitating the vote, and updating the documents accordingly.

APPENDICES

APPENDIX A: PROCEDURES FOR ANNUAL EVALUATION

Overview: The Mary Lynn and Warren Staley School of Leadership (SSL) at Kansas State University recognizes and supports the purpose and goals of evaluating the performance of tenured and/or tenure-track faculty. SSL further supports the goals and processes identified in memorandum by the Provost dated 2/12/09 (attached) indicating that all SSL tenure-track and tenured faculty positions are to be reviewed for tenure/promotion purposes through following the processes and established agreement. SSL has grown to six tenure-track faculty which includes two full professors, three associate professors, two assistant professors, and has one line open (to be filled AY 2025-2026).

The School exists as a standalone unit with a dean, curriculum authority, and distinct academic processes. This has resulted in the recommendation to establish a discrete tenure and promotion process. With established faculty, the School voted in spring February 26, 2025, to evaluate the performance of tenured and/or tenure-track faculty.

The faculty in SSL therefore delineates below an **annual evaluation policy** based on *Scholarship, Teaching, and Service*. These categories can be understood as distinct, and integrated, as demonstrated through forms of community-engaged scholarship.

Timing

The evaluation window will correspond with the calendar year (January 1 –December 2025).

January: By January 15, faculty members will submit the required annual evaluation materials as outlined in this document. The Annual Evaluation Committee and the Director will review the files, evaluate performance based on the submitted materials using the criteria identified in this document and submit their individual evaluations to the Director. The Annual Evaluation Committee and the Director will meet to discuss observations.

February - March: The Director will calculate final ratings for each relevant responsibility area for each faculty member and will develop a summative evaluation letter to be provided to each faculty member. Faculty members will sign their letter indicating that they have read it and will return the signed copy to the Director. The Director will schedule an individual meeting with faculty members for purposes of reviewing the completed annual evaluation (summative evaluation) and planning for short-term and long-term goals (formative evaluation) in addition to the performance contract established through the load form.

Review of Materials: The Director and the Annual Evaluation Committee will conduct the annual evaluation process.

Annual Evaluation Committee Purpose: The purpose of this committee is to review submitted materials and make recommendations to the Director on all areas of faculty assignment: teaching, research, and service/administration. The Director will conduct annual evaluations in consultation with the Annual Evaluation Committee.

Annual Evaluation Committee Composition: The Annual Evaluation Committee will be comprised of three full-time School faculty members chosen by the Director in consultation with the Associate Dean. At least one member must be a full-time, tenured faculty member, and at least one member must be a full-time, non-tenure track faculty member. The Director will choose the chair. Membership regardless of rank will be for two terms, except for the first year in which this document is in effect, in which one person will serve a one-year term to

achieve a staggered set of terms. Should this composition not be possible due to the personnel composition of the School, the Director will have the sole discretion to create an Annual Evaluation Committee that will be comprised of at least three full-time faculty members. Committee composition should reflect to the extent feasible the academic scope of the School.

Evaluator Responsibilities

- 1) In keeping with the evaluation calendar published by the Staley School of Leadership, the Director will prepare a written evaluation for each faculty member according to the procedures outlined below. The evaluation shall identify the basis for any numeric quantification of performance, and the evaluation shall summarize achievements on which assessment and/or quantification is based.
- 2) The Director, in making a summative evaluation, shall consider the percentage of time identified in each performance contract and weigh the total evaluation by those same percentages so that a person's evaluation shall be weighted by area of responsibility in direct relationship to the percentage of time assigned to each function. Likewise, the ranking shall take into consideration the professorial rank of the individual (see the *Minimum Performance Standards* which explicate the different expectations according to the ranks of assistant, associate, and full professor). This comprises the faculty load form.
- 3) The Director shall provide an opportunity for each evaluatee to discuss in person evaluation, secure signatures indicating the occurrence of the same, and allow for disagreement within the same seven days required by the University.
- 4) The Director shall forward to the Associate Dean of the Staley School copies of the following items:
 - a) the evaluation policy adopted by the tenured/tenure-track faculty.
 - b) a written evaluation of each tenured/tenure-track faculty member identical to the copy given to the evaluatee;
 - c) a recommendation on salary adjustment consistent with other provisions in this policy; and
 - d) any responses by the evaluatee to the evaluation.

Annual Evaluation Committee and Director Responsibilities

1. Material Review:

- a. After faculty submit their materials, the Director shares them with the Annual Evaluation Committee and provides evaluation instructions.

2. Independent Assessment:

- a. Both the Director and committee members independently review materials and assign scores for each responsibility area using the School's rating scale.
- b. Committee members submit scores and comments directly to the Director.
- c. Committee members do not evaluate themselves.

3. Committee Discussion:

- a. The Director meets with the committee to discuss evaluations and may incorporate comments into the written evaluation.

4. Score Calculation: Committee scores are averaged per faculty member.

- a. For committee members being evaluated, only other members' scores are averaged.
- b. Final ratings weigh the Director's scores twice as much as individual committee scores.
- c. Scores are weighted by assigned percentages for each responsibility area.

5. Final Evaluation:

- a. The Director translates scores using the evaluation scale and includes them in the faculty member's evaluation letter. All materials are stored for potential appeals.

Written Letter and Individual Meeting: Faculty members will receive the original physical and/or electronic evaluation letter, sign the original indicating that they have read the letter and return the signed letter to the Director. Faculty should retain their own copy. The Director will submit the original documents to the Dean's office and maintain records in the Dean's Office faculty personnel files.

The Director will meet individually with faculty members for purposes of reviewing the completed annual evaluation (summative evaluation) and planning for short-term and long-term goals (formative evaluation).

Rebuttal: If a faculty member wishes to rebut their evaluation (UHB C45.3), they must submit their rebuttal in writing to the Director within seven working days from receipt of their annual evaluation letter. If the rebuttal remains unresolved, the faculty member may articulate their position in written form with supporting documentation. The Director will forward the documentation to the Dean. For any unresolved differences, University Handbook procedures will be followed.

Evaluation Procedures for Faculty on Sabbatical Leave or Leave Without Pay Faculty Options

Faculty on sabbatical or on leave without pay (LWOP) will be evaluated (UHB C42.2). During sabbatical or LWOP, faculty may choose one of the following two options:

- Follow School processes and deadlines by submitting evaluation materials from the preceding year's work.
- Do not turn in evaluation materials during leave. If the faculty member chooses this option, they will receive the rolling average calculated from their previous three years of employment in the School. If the faculty member chooses this option but has not been employed in the School for three years, they will receive the average calculated from the years served to date.

Annual Evaluation Process

During the year following sabbatical or LWOP, the Annual Evaluation Committee will evaluate the faculty member using the following process:

- For sabbatical/LWOP for a portion of the year: Evaluation will be based on performance during the time the faculty member was engaged in university assignments. Expectations will be adjusted proportionally.
- For sabbatical/LWOP for the entire year: In the case where the faculty member has submitted materials for review the previous year, the rolling average evaluation for the previous three years will be the final score for the year the faculty was on sabbatical or leave. Individuals who have not been with the School for three full years will receive the rolling average score for the years served to date. In the case where the faculty member did not submit materials for review the previous year, they will submit materials for evaluation of the preceding two year's work (the leave year and the year preceding) according to the School's deadline, i.e., following the normal process. If extraordinary circumstances prevail in the submission of evaluation materials surrounding a leave, the faculty member may request the Director to override the above procedures with a timetable acceptable to both parties.

Correspondence with Merit Salary Increases

Annual evaluation ratings shall form the basis for any merit salary increases (UHBC40). Actual merit salary amounts are determined based on the overall annual evaluation rating once the monetary amounts are allocated to the University by the state government.

Annual Evaluation Performance Expectations Rating Scale

In conformity to University Handbook Section C31.8, performance in the work responsibility areas of teaching; research, scholarship, creative activities, and discovery; service / administration; and overall performance will be

evaluated using the following scale:

- 4 = Exceeded performance expectations ["Exceeded"]
- 3 = Met performance expectations ["Met"]
- 2 = Fallen below expectations but has met minimum acceptable levels of productivity ["Met minimum"]
- 1 = Fallen below minimum acceptable levels of productivity ["Below"]

C31.5 in the University Handbook outlines chronic failure of a tenured faculty member, "to perform his/her professional duties, as defined in the respective unit, shall constitute evidence of "professional incompetence" and warrant consideration for "dismissal for cause" under existing university policies."

APPENDIX B: ANNUAL EVALUATION STANDARDS

Workload assignments in the SSL commonly consist of three standard responsibilities (Teaching, Research, and Service), which collectively reflect a full-time equivalent (FTE), and the fraction assigned to each appointment is devoted entirely to that component. Workload assignments will typically follow the guidelines described herein, with specific assignments laid out in appointment letters and subject to adjustments annually. Typical workload assignments for SSL faculty are shown in the table below.

Table 13: Typical Workload Assignments

Position	Teaching	Research	Service
Assistant Professor (TT)	40%	40%	20%
Teaching Assistant Professor (Non-TT)	80%	0%	20%
Research Assistant Professor (Non-TT)	0%	80%	20%
Instructor (Non-TT)	90%	0%	10%

Evaluation of Effectiveness in Teaching

Excellent teaching and learning are a high priority for the School. Teaching leadership includes facilitating learning and development inside and outside of the classroom, preparing and revising course materials, conducting seminars and workshops, advising learners, and supervising graduate students' culminating experiences, overseeing independent study courses, mentoring learners outside the classroom, community engaged learning, and leading/advising co-curricular organizations that connect directly with student learning experiences. The School is committed to teaching practice designed to center learning, evidence and based practice, growth-mindsets, and honoring all learners, expects to blend theory, research, and practice to engage learners in leadership practice and development (e.g., online, in-person, traditional, professional); that reflects culturally relevant leadership learning; establishing standards of excellence and supporting learners in achieving those standards. Regardless of modality, level, or format, we understand teaching excellence to be an ongoing pursuit that calls for a commitment to professional development and feedback. In addition, graduate faculty members are expected to serve as major professors and/or members on graduate student committees and to teach graduate courses on a regular basis.

Table 14. Evaluation of Teaching Effectiveness

Evaluation Area	Criteria
Overall Performance	Based on multiple indicators: student evaluations, mid-term feedback, SLO data, course innovation, peer feedback. Includes all teaching assignments.
Graduate Advising	Includes number of advisees, committee roles, graduation rates, time to degree, student productivity, and support (e.g., letters, nominations).
Consistent Productivity	Evaluated across all courses and responsibilities, not just one area.
Impact	Measured by student outcomes, instructional innovation, and testimonials. For community-engaged teaching, includes feedback from students/community.

Table 15. Minimum Expectations of Teaching

Category	Expectations
Teaching Load & Access	Follow assigned teaching load, schedule, and modality; hold ~3 office hours/week; submit grades on time.
Teaching Competence	Use clear presentation, conduct course evaluations, maintain subject expertise, and support all students.
Student Accountability	Grade fairly, challenge students intellectually, and provide timely, constructive feedback.

Table 16. Rating Matrix for Expectations of Teaching

Rating	Criteria
Exceeded Expectations	Exemplary student and/or peer feedback (e.g., TEVAL scores in HM-H range) Excellent SLO effectiveness data Supervision of multiple undergraduate/graduate research projects Recognition or awards for teaching/advising excellence
Met Expectations	Effective student and/or peer feedback (e.g., TEVAL scores in HM-M range) Good SLO effectiveness data Use of evidence-based teaching practices Effective supervision/advising of students
Developing	Below average feedback (e.g., TEVAL scores in LM-M range) Mixed SLO effectiveness data Meets minimum standards but shows need for improvement
Did Not Meet Expectations	Poor feedback (e.g., TEVAL scores in L-LM range) Poor SLO effectiveness data Fails to meet minimum teaching and advising standards

Evaluation of Effectiveness in Research, Scholarship, Creative Activities, and Discovery

Kansas State University, a public land-grant institution, holds the prestigious R1 Carnegie Classification, denoting its status as a doctoral university with the highest level of research activity. The SSL acknowledges the diverse activities that encompass a faculty member's scholarly research program and expects faculty members to demonstrate leadership in research, scholarship, creative activities, and discovery (RSCAD).

SSL faculty members are expected to engage in a range of RSCAD activities that align with the university's mission. Such activities include, but are not limited to disseminating original, engaged, and/or applied and community-engaged research to address local, state, and global issues, collaborating with colleagues in different fields to address complex leadership issues, securing extramural funding, mentoring the next generation of leadership scholars, and adhering to the highest standards of research integrity and ethical compliance. By fulfilling these expectations, SSL faculty contributes to K-State's mission of advancing knowledge, fostering innovation, and serving the public good.

Quality research productivity is an integral part and a high priority of the School's and the University's mission. Research productivity refers broadly to research, scholarship, creative activities, and discovery (RSCAD, research). The School supports and celebrates the many areas, forms, audiences, and types of RSCAD productivity related to leadership studies, leadership development, and community engagement. Leadership Studies RSCAD is not narrow or easily defined. Interdisciplinary leadership RSCAD may appear in spheres of education, business, communication, higher education, agriculture, health, engineering, political science, psychology, and other social sciences. Additionally, the School values emergent and creative forms of RSCAD (e.g., public-facing, engaged, arts-based).

Table 17. Rating Matrix for Expectations of Research, Scholarly, and Creative Activities and Discovery (RSCAD)

RSCAD Activity	Examples of Outputs
Authorship & Publication	Publication of at least one high quality RSCAD product in an appropriate outlet (e.g., reputable peer-reviewed or discipline-specific journals). Substantial progress toward publication of a large, high-quality project.
Seeking, Securing, and Managing Grants and Contracts	Submission of a major external grant proposal (including overhead/indirect dollars) as a Principal Investigator or Co-Principal Investigator.
Presenting at Academic Conferences	Presentation of research at a regional, national, and/or international conference.
Contributing to Policy Development	Conducting research that informs or shapes policy decision at the local, state, or national levels
Developing Practitioner-Based Resources	Creating textbooks, online resources, or other educational materials that translate complex research into forms accessible to students and the public
Creating and Validating Assessment Tools	Developing tools and instruments to assess leadership learning, development, and practice and validating these tools for reliability and accuracy.
Serving as a Reviewer for Scholarly Journals	Contributing to the academic community by reviewing manuscripts for peer-reviewed journals or serving as an editor, which enhances the quality and rigor of published research.
Recognition and Awards for Research Excellence	Receiving honors or awards that acknowledge and highlight significant research contributions and impact within the academic or broader community.

Table 18: Rating Matrix for RSCAD

Rating	Criteria
Exceeded Expectations	Publishes scholarly work (articles, books, grants) aligned with research agenda and School mission Maintains a written research agenda that builds on prior work Demonstrates significant and current scholarly activity since last review
Met Expectations	Seeks mentoring and produces scholarly output appropriate to time in rank Maintains a research agenda aligned with graduate faculty goals (if applicable) Shows evidence of new scholarly efforts since last review
Developing	Limited publications (fewer than 1) or only presentations Not active in scholarly professional communities Not actively advising graduate students
Did Not Meet Expectations	No activity related to publications or grants No written research agenda No new scholarly output since last review

Faculty engaged in time-consuming research may negotiate teaching load reductions through course buyouts or other negotiated arrangements. However, when a faculty member's research productivity falls short of the expected standards outlined in department documents, adjustments may be made to their teaching and service responsibilities to better meet the needs of the unit or school. This approach ensures that research-active faculty can balance teaching, research and creative activities, and service while fulfilling the university's mission and advancing their scholarly endeavors. Faculty contribute meaningfully to improving leadership practice,

leadership education and development, and public problem-solving. This work often bridges the gap between research and practice, directly impacting local, state, national, and global communities.

Evaluation of Effectiveness in Service

Service excellence is reflected in a faculty member's ability to meaningfully apply their expertise within the department, college, university, profession, and broader community. Service responsibilities are categorized as either directed or non-directed, as outlined in the University Handbook (Sections C32.6 – C32.7). Faculty members typically engage in both directed and non-directed service activities. Regardless of appointment type, faculty are expected to actively participate in School activities, in leadership studies faculty meetings, SSL events, support faculty searches, and contribute to accreditation processes when necessary. *Service contributions beyond the expected level are not a substitute for meeting workload expectations in teaching and/or research.*

Table 19. Rating Matrix for Expectations of Service

Rating	Service Criteria
Exceeded Expectations	Strong service agenda at local, state, national/international levels Engages in both directed and non-directed service Regularly attends/presents at professional meetings across multiple levels
Met Expectations	Written service agenda appropriate to time in rank Active in unit/committee work and curriculum development Attends/presents at meetings appropriate to rank and scope
Developing	Infrequent meeting attendance Incomplete service agenda Limited participation in curriculum and committee work Minimal engagement in professional organizations
Did Not Meet Expectations	No written service agenda No participation in unit/School committees or curriculum development Little or no activity in professional organizations at any level
Minimum Expectation	Assigned 5% service load directed toward unit, institutional, or other service

APPENDIX C: PROCEDURES FOR REAPPOINTMENT

Aligning with Sections UHB C50.1-C116.2 that outline the University's expectations regarding the reappointment process and the University calendar, the following procedures will be used for annual reappointment decisions for all faculty members on probationary appointments, regular non-tenure track appointments and prohibitory faculty members on a tenure-track.

Reappointment Materials

The Director will distribute to the eligible faculty (i.e., the tenured faculty and non-tenure ranked faculty) the reappointment files for each person going through reappointment (the candidate). Reappointment files will consist of the candidate's CV, the summary sheet from the faculty member's most recent annual evaluation, a cumulative record of written recommendations and accompanying explanations forwarded to the candidate from previous reappointment meetings, and any written comments from relevant individuals outside the School (UHB C53.1).

Process

As part of this process, the Director and the eligible faculty will meet at least 14 calendar days after the review documents are made available to discuss the candidate's eligibility for reappointment and, in the case of non-tenured tenure-track faculty, progress toward tenure. Within two business days of this meeting, the Director will distribute a confidential survey ballot to the eligible faculty for the eligible faculty to provide their recommendations on reappointment. Identities connected with votes and comments will not be shared with the candidate (i.e., will be kept confidential). Any member of the eligible faculty may, prior to the submission of any recommendation to the Director, request the candidate meet with the eligible faculty to discuss, for purposes of clarification, the record of accomplishment submitted by the candidate (UHB C53.1). Within three business days of receiving this survey, the eligible tenured faculty will submit their survey ballot to the Director. Justifications of individual votes may or may not be provided by the faculty. At the close of the voting period, the Director will record the vote.

Director Recommendation

Following the vote, the Director will provide a formal letter which includes their recommendation and the rationale for their recommendation, redacted comments to protect anonymity, and the faculty vote for the candidate. The letter will become part of the candidate's reappointment file. This letter, along with all recommendations and non-redacted written comments of the School's eligible tenured faculty members and the candidate's complete file are forwarded to the Dean.

In the case of non-tenured tenure-track faculty, the Director will meet with the candidate to discuss the candidate's progress towards tenure (UHB C53.3). In the case of non-tenure-track faculty, the Director may meet with the candidate to discuss the candidate's performance.

Dean's Recommendation and Notification

The Dean, on behalf of the School, will provide their recommendation to the Provost. Final authority in resolving conflicting opinions regarding reappointment is delegated to the Provost. A committee at the School level will be formed (School P&T Committee). The Director will coordinate eligible faculty to facilitate the process. Candidates are informed of the School's recommendation prior to the time that the file and recommendations are forwarded to the Provost.

APPENDIX D: PROMOTION PROCEDURES PROFESSIONAL PATHWAYS

First adopted by the Staley School of Leadership Studies 09/28/17 Revised 02/26/2025

The faculty in SSL therefore delineates standards of professional promotion based on *Scholarship, Teaching, and Service*. These categories can be understood as distinct, and integrated, as demonstrated through forms of community-engaged scholarship. The promotion review process calls for leadership studies non-tenure track, tenured and/or tenure-track faculty to annually engage in peer review at the first level; followed by review by the Director of Leadership Studies and the Faculty at the second level; and (in the case of annual reappointment of untenured tenure-track faculty) by the faculty. All subsequent evaluation activities shall continue thereafter to follow School procedures and promotion recommendations.

Statement of Standards

The non-tenure, tenure/tenure-track Faculty of Leadership Studies have established standards for evaluation for promotion which are conditioned upon performance by professional rank (each higher rank demands a higher level of accomplishment). Promotion in rank reflects an acceptable level of achievement for time in rank and evidence of continuing potential for quality in teaching, scholarship, and service, respectively, and based on the professional role. Promotion in rank may be achieved across the roles of Consistent with University Handbook Section C10, the School is comprised of the following positions, which constitutes its faculty:

Table 20. Faculty Appointment Types Chart

Title Category	Ranks	Appointment Type	UHB Reference
Tenure-Track / Tenured Faculty	Assistant Professor	Probationary or Tenured	UHB C12.0
	Associate Professor Professor		
Instructor Track	Instructor	Term or Regular	UHB C12.0
	Advanced Instructor Senior Instructor		
Professor of Practice Track	Professor of Practice	Term or Regular	UHB C12.3
	Senior Professor of Practice		
Teaching Professor Track	Teaching Assistant Professor	Term or Regular	UHB C12.4
	Teaching Associate Professor Teaching Professor		
Research Professor Track	Research Assistant Professor	Term or Regular	UHB C12.1
	Research Associate Professor Research Professor		

Promotion rests on evidence of substantial professional contributions given time in rank that reflect quality in teaching, scholarship or other creative endeavor, and directed service. Promotion is based on attainment of superior quality in the assigned responsibilities of the candidate, recognition of excellence by relevant constituencies, and clear indication of continuing sustained contributions over an entire career. These same watershed expectations apply to annual evaluation as well, so that the faculty has enacted a performance model by academic rank, with all faculty held accountable for continual quality, versatility, and contribution to overall mission.

Procedures

Timing

Consistent with UHB C12, the candidate for promotion will compile and submit a file that documents their professional accomplishments in accordance with the criteria, standards, and guidelines established by the School. The candidate will submit a complete dossier to the Director, in accordance with formats and procedures outline in these documents and in accordance with University Handbook Section C.

Faculty Review

The eligible faculty members of the School advise the Director regarding the qualifications of the candidate for promotion (UHB C112.1). By the first week of **October**, eligible members of the faculty and the Director will meet to discuss the case for promotion of the candidate (UHB C112.3). Eligible tenured faculty members will individually review the candidate's file, considering the School's criteria, standards, and guidelines for promotion (UHB C112.3). The Director is responsible for making the candidate's file and School promotion criteria documents available to eligible faculty members at least **14 calendar days** prior to the scheduled meeting date to discuss the candidate's petition and for calling the meeting of the faculty eligible for promotion (UHB C112.1). The Director will also make available to the faculty eligible for promotion a record of recommendations from the reappointment meetings.

Within two business days following this meeting, the Director will ask the individual eligible faculty with senior rank to provide their recommendation on promotion through a confidential survey ballot that asks for their vote and comments. The Director will maintain confidentiality and will not share with the candidate the identities connected with votes and comments (UHB C112.5). Within **three business days** of receiving this survey, the eligible promoted (ranked) and tenured faculty will submit their survey ballot and any justification, rationale, or other comments to the Director. At the close of voting, the Director records the vote.

Director Recommendation

The Director will review the candidate's promotion document and cumulative record, and the recommendations of the faculty and make an independent recommendation **by the third week of October**, supporting or failing to support promotion of the candidate. **Within two normal working days** of making the recommendation, the Director will provide a letter which includes their recommendation, the rationale for the recommendation, redacted comments to protect anonymity, and the faculty vote to the candidate (UHB C112.5). The letter will become part of the candidate's reappointment file.

The Director will forward to the Dean this letter, the candidate's complete file, and all recommendations and non-redacted written comments of the School's eligible promoted faculty members (UHB C112.5).

Appeal Procedure

If the candidate wishes to appeal the recommendation of either the faculty or the Director, the candidate must make a written request for reconsideration within three normal working days of the candidate's notification of the recommendation. The candidate must present in writing the arguments for reconsideration and provide the Director with any new or additional evidence that supports the candidate's position.

If the candidate requests reconsideration of the faculty's recommendation, the Director will convene a meeting of the qualified faculty **at least one week** before recommendations must be sent to the Dean to consider the candidate's written arguments and additional evidence. Within one business day of the conclusion of the meeting, each qualified faculty member will submit a second written recommendation to the Director. Participation in a reconsideration vote will be restricted to members of the qualified faculty and will be

conducted in the same manner as in the original vote. Within two business days, the final recommendations of the faculty and the Director will be transmitted in writing to the candidate.

Candidate Notification by the School

Following the procedures laid out in UHB C113.1-C113.4, the unit will inform the candidate of its recommendation prior to the time that the file and recommendation are forwarded to the Deans Council.

The candidate may withdraw from further consideration for promotion by submitting to the Dean a written request for withdrawal. If the candidate wishes to withdraw, they must do so **within seven calendar days** following notification of the College's recommendation by formally resigning effective at the end of the next academic year (UHB C113.4).

Promotion in Rank

To secure faculty of the highest possible caliber, the University uses a selective process in awarding promotion. The University Handbook notes: "Promotion is based upon an individual's achievements to the specific criteria, standards, and guidelines.... Promotion to associate professor rests on substantial professional contributions that reflect excellence in teaching, research, and other creative endeavors, directed service, or extension" (UHB C120.1, UHB C120.2).

Research, Scholarship, Creative Activities, and Discovery

Faculty with research appointments must demonstrate their ability to be an independent, effective, and productive researcher who can conduct a sustained program of high-quality, impactful research. The School recognizes that multiple factors, including scholarly traditions, reputation in the field, research interests, and previous experience, influence the types of RSCAD that faculty pursue and produce (e.g., journal articles, books, book chapters, grants, documentaries, and community-engaged research products). The School also recognizes that collaboration and interdisciplinarity can enhance the quality and impact of one's RSCAD. Thus, the School also notes that multiple types of RSCAD products can illustrate scholarly maturity, consistent productivity, excellence and impact, and potential for continued scholarly productivity.

RSCAD Evaluation and Expectations

In general, the School's expectation is that a candidate for promotion will have a successful record of publication in peer reviewed journals (or their equivalents) with significant author contribution in quality academic journals at the time of the promotion and tenure decision. Neither the tenure and promotion recommendation nor the evaluation of RSCAD are based solely on the number of publications. For example, methodology (i.e., quantitative, qualitative, rhetorical/critical-interpretive, or mixed / multiple methods) can impact the speed and nature of publication. Therefore, in addition to factoring in the number of publications and types of research the candidate pursues, evaluation will be based on a holistic review of the candidate's body of research and evaluation of the candidate's specific research products.

RSCAD Evaluation Criteria	
Evaluation Area	Criteria
Scholarly Maturity & Innovation	Coherent, cohesive, sound, and well-executed body of scholarship that builds and advances the field.
Consistent Productivity	Consistent productivity at KSU with primary contributions (e.g., authorship, effort percentage).
Impact, Potential Impact & Reputation	Demonstrated or potential impact on theory, research, or practice; supported by metrics (H-index, Altimetric, etc.) and external letters.
Potential for Continued Scholarly Productivity	Vision and potential for continued scholarly productivity with impact in academic field.
Quality of RSCAD Products	Peer review, disciplinary sponsorship, acceptance rate, and community statements for engaged research.
Scope of RSCAD Products	National/international outlets preferred; community scope described for engaged research.
Impact of RSCAD Products	Readership, citations, revenue equivalence, external reviews, and community impact indicators.
Relevance of RSCAD Products	Outlets must be pertinent and reputable in academic/practice field.
Contribution & Effort	Relative contribution and degree of original research/creativity.
Recognition	Awards, positive reviews, and evidence of emerging national/international reputation.

RSCAD Products		
RSCAD Product Type	Evaluation Criteria	Contribution to Scholarship
Peer-reviewed Journal Articles	Standard research product; peer-reviewed; excludes vanity/predatory journals	Core scholarly output
Academic Books / Monographs	Based on quality, scope, impact, relevance	Standard research product
Textbooks	Must include original scholarship; evaluated for quality and relevance	May count toward RSCAD if scholarly
Edited Books / Volumes	Evaluated for quality, scope, impact, relevance	Important academic contributions
Book Chapters, Encyclopedia Entries, Book Reviews	Evaluated for quality, scope, impact, relevance	Demonstrates productivity
Creative Works	Evaluated for innovation, quality, scope, impact, relevance	Standard in some fields; shows innovation
Extramural Funding Proposals (Successful)	Up to 2 counts as peer-reviewed article equivalents	Supports scholarly research
Extramural Funding Proposals (Highly Scored, Unfunded)	Up to 1 may count as article equivalent	Demonstrates competitiveness
Intramural Funding Proposals	Supports scholarly research	Shows consistent productivity
Community-Engaged Research Products	Evaluated for quality, scope, impact, relevance	Reflects land grant mission
Conference Papers, Panels, Invited Presentations	Reflects ongoing research activity	Supports scholarly engagement
Journal Editorial Board Service	Service to discipline; shapes scholarly discourse	Contributes to holistic research profile

To apply towards promotion, the publisher must have formally accepted the research products. The candidate must submit evidence of such acceptance. In cases when a faculty member joins the School with previous experience as an assistant professor, associate professor, professor, post- doctoral student, instructor, or other role, publications produced while in those previous roles may be counted toward their promotion case only if (a) the works were published after the faculty member was granted their doctoral degree and (b) the works were published not more than five years prior to consideration for promotion.

Teaching

Teaching excellence is essential for promotion and tenure. To be considered for promotion the candidate must demonstrate their ability to teach effectively at both the undergraduate and graduate level of instruction while at the University. The DAW outlines the workload policy.

Standard Non-Tenure Track Workload Policy

The School aims to provide equitable and flexible workload allocations meeting the needs of faculty, units, programs, and the department. Faculty, and the director, should use the guidelines alongside department-specific policies for fair workload allocation. This balanced approach ensures that individual faculty circumstances are considered while aligning with institutional policies and priorities.

Teaching Expectations

Quality teaching is a core mission of the SSL and the work of leadership studies. Faculty with teaching responsibilities are expected to maintain a strong commitment to teaching excellence and contribute appropriate levels of teaching consistent with their assignments. Faculty may be asked and/or assigned in workload to teach in the undergraduate (UG) courses. Faculty holding graduate faculty status may be asked and/or assigned to teach graduate (GR) coursework.

The Staley School of Leadership workload aligns with university standards. For tenure and tenure-track faculty, the standard workload in leadership studies is 40% Teaching, 40% Research, and 20% Service. However, it is not atypical for leadership studies faculty to hold a 60%, 20%, 20% workload, based on departmental needs and faculty individual circumstance. Adjustment to the standard workload may include more teaching, research, or directed service assignments.

Teaching Evaluation Criteria	
Evaluation Area	Description
Overall Performance Effectiveness	Demonstrates satisfactory teaching through multiple data sources (e.g., TEVAL scores in M-H or 3.8–5 range, SLO data, peer observations). Includes support for student research and use of innovative teaching practices. Advising effectiveness shown via number of advisees, committee roles, graduation rates, student productivity, and support activities.
Consistent Productivity	Shows consistent satisfactory achievement and/or growth in teaching and advising performance at both undergraduate and graduate levels.
Impact and Potential Impact	Demonstrates impact through facilitation of research, instructional innovation, teaching-related scholarship, textbook contributions, and student testimonials. Community-engaged teaching impact may be shown through statements from students and community members.
Potential for Continued Performance	Displays potential and vision for continued effective teaching and advising at undergraduate and graduate levels.

Teaching Activities

Teaching activities encompass graduate and undergraduate courses; in-load and overload courses; and instruction in online, on-campus, and hybrid modalities. Activities also include graduate advising, with greater weight being given to advising in the role of major professor than advising as a committee member. Public-facing instruction, aligned with one's professional responsibilities can also be included as a demonstration of impact.

Service Activities

The candidate is expected to participate in and contribute to School service / administrative assignments and committees. The candidate also should contribute professionally beyond the School.

Service Evaluation	
Evaluation Criteria	Description
Overall Performance Effectiveness	Active and constructive contributions to School service and administrative assignments.
Consistent Productivity	Consistent contributions to assigned School service and/or administrative tasks.
Impact, Potential Impact, and Reputation	Engagement in professional service activities and maintaining a professional reputation within the School and broader community.
Potential for Continued Satisfactory Performance	Demonstrated potential and vision for leadership and deeper involvement in service and administration.

Service Activities	
Service Type	Examples
School / University Service	Committee service, recruiting, student organization advising, special assignments, peer mentoring.
Service to Students	Mentoring, writing recommendation letters, career guidance, student organization support.
Professional Service	Professional organization roles, conference organization, presentations, contest judging, editorial/referee roles.
Public Service	Community partnerships, consulting, outreach, and community-based projects aligned with faculty responsibilities.

Promotion to Senior Instructor

To be considered for promotion to Senior Instructor (UHB C12.0), a faculty member must maintain or exceed the level of performance required of the Advanced Instructor in all assigned responsibility areas. Promotion to Senior Instructor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies (UHB C120.2). To be clear, promotion to senior instructor is not solely based on one area of accomplishment. It is a recognition of superior professional accomplishment and excellence in the performance of assigned duties (UHB C140).

Promotion to Senior Professor of Practice

To be considered for promotion to Senior Professor of Practice (UHB C12.3), a faculty member must maintain or exceed the level of performance required of the Professor of Practice in all assigned responsibility areas. Promotion to Senior Professor of Practice is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies (UHB C120.2). To be clear, promotion to senior professor of practice is not solely based on one area of accomplishment. It is a recognition of superior professional accomplishment and excellence in the performance of assigned duties (UHB C140).

Promotion to Teaching Professor

To be considered for promotion to Teaching Professor (UHB C12.4), a faculty member must maintain or exceed the level of performance required of the Teaching Associate Professor in all assigned responsibility areas. Promotion to teaching professor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies (UHB C120.2). To be clear, promotion to teaching professor is not solely based on one area of accomplishment. It is a recognition of superior professional accomplishment and excellence in the performance of assigned duties (UHB C140).

Promotion to Research Professor

The School is charged with establishing criteria and standards (UHB C141) consistent with the general principle of superior professional accomplishment and excellence in the performance of assigned duties (UHB C140). To be promoted to research professor (UHB C12.1), the candidate must demonstrate that, since their last

promotion and during their time at the University, they have established a national or international reputation in the discipline or within their sub-discipline and have achieved superior accomplishment in all aspects of their scholarship – teaching, research, and service/administration. The candidate also should demonstrate their commitment to mentoring graduate students and junior faculty.

APPENDIX E: PROCEDURES AND STANDARDS FOR MID-PROBATIONARY REVIEW

Mid-probationary review (MPR, also called mid-probationary review) will be conducted during the probationary faculty member's third year of appointment (see University Handbook Section C92.1). The intention of this review is to provide tenure-track faculty members with substantive feedback from faculty colleagues and administrators related to School tenure criteria. Neither positive nor negative mid-probationary review determines the outcome of the tenure review process.

APPENDIX F: TENURE AND PROMOTION PROCEDURES & STANDARDS TENURE/TENURE-TRACK FACULTY EVALUATION

Mary Lynn and Warren Staley School of Leadership

First adopted by the Staley School of Leadership Studies May 14, 2009, Approved by the Faculty of Educational Administration May 18, 2009, Reviewed and Updated by the Staley School of Leadership Studies 9/28/17 Revised 02/26/2025

The Mary Lynn and Warren Staley School of Leadership (SSL) at Kansas State University recognizes and supports the purpose and goals of evaluating the performance of tenured and/or tenure-track faculty. SSL further supports the goals and processes identified in memorandum by the Provost dated 2/12/09 (attached) indicating that all SSL tenure-track and tenured faculty positions are to be reviewed for tenure/promotion purposes through the Department of Educational Leadership in the College of Education. This was practiced until 2024, when the School became fully independent with an appointed Dean, tenured faculty across ranks, and independent academic and financial structure. In 2025, new departmental documents were drafted to reflect the updated structure and complete transition of the tenure/promotion responsibilities to SSL.

The faculty in SSL therefore delineates below an annual evaluation policy based on *Scholarship, Teaching, and Service*. These categories can be understood as distinct, and integrated, as demonstrated through forms of community-engaged scholarship. The evaluation process calls for leadership studies tenured and/or tenure-track faculty to annually engage in peer review at the first level; followed by review by the Director of Leadership Studies and the Faculty at the second level; and (in the case of annual reappointment of untenured tenure-track faculty) by the faculty. All subsequent evaluation activities shall continue thereafter to follow School procedures, including mid-probationary review and ultimately tenure and/or promotion recommendations.

Statement of Standards:

The tenure/tenure-track Faculty of Leadership Studies in the School of Leadership Studies have established standards for evaluation and tenure/promotion which are conditioned upon performance by academic rank (each higher rank demands a higher level of accomplishment). Promotion to Assistant Professor reflects an acceptable level of achievement for time in rank and evidence of continuing potential for quality in teaching, scholarship, and service. Promotion to Associate Professor with tenure rests on evidence of substantial professional contributions given time in rank that reflect quality in teaching, scholarship or other creative endeavor, and directed service. Promotion to *Professor* is based on attainment of superior quality in the assigned responsibilities of the candidate, recognition of excellence by relevant external constituencies, and clear indication of continuing sustained contributions over an entire career. These same watershed expectations apply to annual evaluation as well, so that the faculty has enacted a performance model by academic rank, with all faculty held accountable for continual quality, versatility, and contribution to overall mission.

Procedures

Timing

Consistent with UHB C111, the candidate for tenure and/or promotion will compile and submit a file that documents their professional accomplishments in accordance with the criteria, standards, and guidelines established by the School. The candidate will submit a complete dossier to the Director, in accordance with formats and procedures provided by the Provost and Dean (see "Guidelines for the Organization and Format Tenure and Promotion Documentation" found <https://www.k-state.edu/provost/policies-resources/department-head-manual/promotion/promotio.html>).

External Evaluation

To evaluate the quality of the candidate's work, the School will obtain a minimum of three external evaluations. The Director will request the candidate and members of the eligible tenured faculty to provide a list of potential external reviewers. Eligible tenured faculty are those faculty already holding at minimum the position or rank the candidate is seeking (qualified faculty to vote on tenure decisions are those faculty already tenured as associate or full professor). Eligible tenured faculty to vote on promotion to full professor are those already at the rank of full professor.

The candidate and qualified faculty may submit up to six names for potential external reviewers to the Director by mid-May of the year prior to when the candidate plans to apply for tenure and promotion. The candidate's former advisors and co-authors cannot be external evaluators. On or around May 14, the Director will inform the candidate of the names of all potential evaluators and provide them with an opportunity to comment on the list. By late May, the candidate may request the Director to exclude certain individuals as external evaluators. The Director will choose the names of potential evaluators to perform the external reviews, aiming to secure five external review letters. The identities of the evaluators will be kept confidential and will not be shared with the candidate, only with the eligible tenured faculty at the time of reviewing the candidate's file. If one or more of the initially chosen external evaluators should be unable or should decline to review the candidate, the Director will work to secure alternate external evaluators so that ideally five letters, but at minimum three letters, of external evaluation are obtained. By the mid-July, the Director will write the external evaluators and provide them with (1) a copy of the candidate's curriculum vitae, (2) a copy of the candidate's statement, and (3) a copy of up to five of the candidate's publications (including manuscripts "accepted" and "submitted").

The Director will ask each external reviewer by mid-September, to (1) evaluate the candidate's research work and accomplishments, and (2) compare the candidate with others in the same general area of research who are at a comparable career level. When the Director receives letters from external reviews, the Director will add them to the candidate's promotion/tenure file along with a copy of the letter sent to the external evaluator. The Director must include all letters of evaluation in the promotion/tenure document. Letters from external evaluators, of which there must be a minimum of three, are confidential and are not to be shared with the candidate.

Faculty Review

The eligible tenured faculty members of the School advise the Director regarding the qualifications of the candidate for tenure (UHB C112.1). By the first week of October, eligible members of the faculty and the Director will meet to discuss the case for promotion and/or tenure of the candidate (UHB C112.3). Eligible tenured faculty members will individually review the candidate's file, considering the School's criteria, standards, and guidelines for tenure (UHB C112.3). The Director is responsible for making the candidate's file and School tenure criteria documents available to eligible tenured faculty members in the School at least **14 calendar days** prior to the scheduled meeting date to discuss the candidate's petition and call the meeting of the eligible tenured faculty (UHB C112.1). The Director will also make available to the eligible tenured faculty a cumulative record of recommendations from the reappointment and mid-probationary review meetings, and any outside reviews that have been solicited by the Director (UHB C112.1).

Within two business days following this meeting, the Director will ask the individual eligible tenured faculty to provide their recommendation on tenure and promotion through a confidential survey ballot that asks for their vote and comments. The Director will maintain confidentiality and will not share with the candidate the identities connected with votes and comments (UHB C112.5). Within three business days of receiving this survey, the eligible tenured faculty will submit their survey ballot and any justification, rationale, or other comments to the Director. At the close of voting, the Director records the vote.

Director Recommendation

The Director will review the candidate's promotion/tenure document and cumulative record, the external reviews, and the recommendations of the faculty and make an independent recommendation **by the third week of October**, supporting or failing to support promotion/tenure of the candidate. Within **two normal working days** of making the recommendation, the Director will provide a letter which includes their recommendation, the rationale for the recommendation, redacted comments to protect anonymity, and the faculty vote to the candidate (UHB C112.5). The letter will become part of the candidate's reappointment file.

The Director will forward to the Dean this letter, the candidate's complete file, and all recommendations and non-redacted written comments of the School's eligible tenured faculty members (UHB C112.5).

Appeal Procedure

If the candidate wishes to appeal the recommendation of either the faculty or the Director, the candidate must make a written request for reconsideration **within three normal working days** of the candidate's notification of the recommendation. The candidate must present in writing the arguments for reconsideration and provide the Director with any new or additional evidence that supports the candidate's position.

If the candidate requests reconsideration of the faculty's recommendation, the Director will convene a meeting of the qualified faculty at least one week before recommendations must be sent to the Dean to consider the candidate's written arguments and additional evidence. Within **one business day** of the conclusion of the meeting, each qualified faculty member will submit a second written recommendation to the Director. Participation in a reconsideration vote will be restricted to members of the qualified faculty and will be conducted in the same manner as in the original vote. Within **two business days**, the final recommendations of the faculty and the Director will be transmitted in writing to the candidate.

Candidate Notification by the School

Following the procedures laid out in UHB C113.1- UHB C113.4, the College will inform the candidate of its recommendation prior to the time that the file and recommendation are forwarded to the Deans Council.

The candidate may withdraw from further consideration for tenure by submitting to the Dean a written request for withdrawal. If the candidate wishes to withdraw, they must do so **within seven calendar days** following notification of the College's recommendation by formally resigning effective at the end of the next academic year (UHB C113.4).

Tenure and Promotion to Associate Professor

To secure faculty of the highest possible caliber, the University uses a selective process in awarding tenure. The University Handbook notes: "Tenure is neither a right accorded to every faculty member nor is it granted simply as a result of a candidate's routinely meeting assigned duties with a record free of notable deficiencies" (UHB C.100.3). The University Handbook also notes, "There can be no simple list of accomplishments that, when achieved, guarantee that a faculty member will obtain tenure. Instead, tenure is granted. This action, taken by the Kansas Board of Regents, is based on the assessment by the tenured faculty of the University that a candidate has made outstanding contributions in appropriate academic endeavors. By granting tenure only to such individuals, the continued excellence of the University is ensured" (UHB C. 100.1). Likewise, it notes, "Promotion is based upon an individual's achievements to the specific criteria, standards, and guidelines.... Promotion to associate professor rests on substantial professional contributions that reflect excellence in teaching, research and other creative endeavors, directed service, or extension" (UHB C120.1, UHB C120.2).

Sections C90-C116.2 of the University Handbook govern standards for attaining tenure. Essentially, a favorable recommendation for tenure and promotion is an indication that the tenured faculty and Director believe that the candidate has met the high standards for tenure and promotion during the candidate’s probationary period at the University and a prediction that the candidate will continue to perform at a high level in all areas of their assigned responsibilities once tenured.

Standards for Tenure and Promotion to Associate Professor

The candidate for promotion and tenure must show maturity, consistent productivity, excellence and impact, and potential for continued growth in research, teaching, and service. The recommendation of the tenure and promotion is based on contributions in all areas based on assigned work responsibilities over the probationary period. A candidate will not be tenured or promoted based on performance in only one or two areas.

Research, Scholarship, Creative Activities, and Discovery

The candidate must demonstrate their ability to be an independent, effective, and productive researcher who can conduct a sustained program of high-quality, impactful research. The School recognizes that multiple factors, including scholarly traditions, reputation in the field, research interests, and previous experience, influence the types of RSCAD that faculty pursue and produce (e.g., journal articles, books, book chapters, grants, documentaries, and community-engaged research products). The School also recognizes that collaboration and interdisciplinarity can enhance the quality and impact of one’s RSCAD. Thus, the School also notes that multiple types of RSCAD products can illustrate scholarly maturity, consistent productivity, excellence and impact, and potential for continued scholarly productivity.

RSCAD Evaluation and Expectations

In general, the School’s expectation is that a candidate for promotion and tenure will have a successful record of publication in peer reviewed journals (or their equivalents) with significant author contribution in quality academic journals at the time of the promotion and tenure decision. Neither the tenure and promotion recommendation nor the evaluation of RSCAD are based solely on the number of publications. For example, methodology (i.e., quantitative, qualitative, rhetorical / critical-interpretive, or mixed / multiple methods) can impact the speed and nature of publication. Therefore, in addition to factoring in the number of publications and types of research the candidate pursues, evaluation will be based on a holistic review of the candidate’s body of research and evaluation of the candidate’s specific research products.

Table 21. RSCAD Expectations for Associate Professor Tenure Track

Rating Matrix for Expectations of Research, Scholarly, and Creative Activities and Discovery (RSCAD)

Rating	Criteria
Exceeded Expectations	Publishes scholarly work (articles, books, grants) aligned with research agenda and School mission
	Maintains a written research agenda that builds on prior work
	Demonstrates significant and current scholarly activity since last review
Met Expectations	Seeks mentoring and produces scholarly output appropriate to time in rank
	Maintains a research agenda aligned with graduate faculty goals (if applicable)
	Shows evidence of new scholarly efforts since last review
Developing	Limited publications (fewer than 1) or only presentations
	Not active in scholarly professional communities
	Not actively advising graduate students
Did Not Meet Expectations	No activity related to publications or grants
	No written research agenda
	No new scholarly output since last review

RSCAD Products

The School recognizes the many forms academic scholarship can take and the differing traditions published in conventional or open-access outlets; they will be evaluated along the same criteria. The following notes are intended to provide a contextual framework for evaluating research products.

To apply towards tenure and promotion, the publisher must have formally accepted the research products. The candidate must submit evidence of such acceptance. In cases when a faculty member joins the School with previous experience as an assistant professor, associate professor, professor, post- doctoral student, instructor, or other role, publications produced while in those previous roles may be counted toward their tenure and promotion case only if (a) the works were published after the faculty member was granted their doctoral degree and (b) the works were published not more than five years prior to consideration for promotion and tenure.

RSCAD (Research, Scholarly, and Creative Activities and Discovery)

Table 22. RSCAD Product Evaluation Chart

Product Type	Counts Toward Scholarship	Evaluation Criteria / Notes
Peer-Reviewed Journal Articles	Yes	Standard research product; must not be vanity or predatory journals
Academic Books / Monographs	Yes	Must be from reputable publishers; vanity/self-published books do not count
Textbooks	Conditional	May count if they produce original scholarship and advance the field; vanity/self-published do not count
Edited Books / Volumes	Yes (less weight than monographs)	Must be from reputable publishers; article equivalence based on quality, coherence, and contribution
Book Chapters, Encyclopedia Entries, Book Reviews	Yes	Must be in reputable publications; vanity/self-published sources do not count
Creative Works (e.g., documentaries, digital humanities)	Yes	Must be contextualized and evaluated for quality, relevance, and innovation; expectations vary by medium
Extramural Funding Proposals (Funded)	Yes (up to 2)	Count as peer-reviewed article equivalents; must support scholarly research
Extramural Funding Proposals (Highly Scored, Not Funded)	Conditional (up to 1)	Must show competitiveness (e.g., score/rank); counts as 1 article equivalent
Intramural Funding Proposals	No (for article equivalence)	Support consistent productivity but do not count as peer-reviewed article equivalents
Community-Engaged Research Products (e.g., white papers, exhibits)	Yes (up to 2)	Must align with academic responsibilities; article equivalence based on quality and impact
Conference Papers, Panels, Invited Presentations	Limited	Reflect ongoing productivity but carry less weight than peer-reviewed publications
Journal Editorial Board Service	Limited	Considered service; contributes to scholarly discourse but not equivalent to peer-reviewed articles

Teaching

Teaching excellence is essential for promotion and tenure. To be considered for promotion and tenure, the candidate must demonstrate their ability to teach effectively at both the undergraduate and graduate level of instruction while at the University. The DAW outlines the workload policy and is reflected below.

Standard Tenure/Tenure Track Workload Policy

The School aims to provide equitable and flexible workload allocations meeting the needs of faculty, units, programs, and the department. Faculty, and the director, should use the guidelines alongside department-specific policies for fair workload allocation. This balanced approach ensures that individual faculty circumstances are considered while aligning with institutional policies and priorities.

Teaching Expectations

Quality teaching is a core mission of the SSL and the work of leadership studies. Faculty with teaching responsibilities are expected to maintain a strong commitment to teaching excellence and contribute appropriate levels of teaching consistent with their assignments. Faculty may be asked and/or assigned in workload to teach in the undergraduate (UG) courses. Faculty holding graduate faculty status may be asked and/or assigned to teach graduate (GR) coursework.

The Staley School of Leadership workload aligns with university standards. For tenure and tenure-track faculty, the standard workload in leadership studies is 40% Teaching, 40% Research, and 20% Service. However, it is not atypical for leadership studies faculty to hold a 60%, 20%, 20% workload, based on departmental needs and faculty individual circumstance. Adjustment to the standard workload may include more teaching, research, or directed service assignments. The candidate's teaching record will be evaluated based on the following criteria:

Teaching Activities

Teaching activities encompass graduate and undergraduate courses; in-load and overload courses; instruction online, on-campus, and hybrid modalities. Activities include graduate advising, with greater weight being given to advising in the role of major professor than advising as a committee member. Public-facing instruction, aligned with one's professional responsibilities can also be included as a demonstration of impact.

Table 23. Teaching & Advising Evaluation Criteria Chart

Category	Criteria	Details
Overall Performance Effectiveness	Teaching	Quantitative & qualitative feedback (e.g., TEVAL scores 3.8–5, SLO data) Peer observations Undergraduate & graduate levels Multiple data sources: course evaluations, research facilitation, innovative practices
	Graduate Advising	Number of master's/doctoral advisees Committee service Percent of advisees who defended Average time to graduation Advisee productivity (e.g., papers, publications, public-facing work) Support through nominations/recommendations
Consistent Productivity	Teaching	Consistent satisfactory achievement or growth at both undergraduate and graduate levels
	Advising	Consistent satisfactory achievement or growth in graduate advising
Impact & Potential Impact	Teaching Impact	Research facilitation Instructional innovation Scholarship of teaching and learning Textbooks Student testimonials
	Community-Engaged Teaching	Impact statements from students and community members
Potential for Continued Performance	Future Teaching Effectiveness	Vision and potential for continued effective teaching at both undergraduate and graduate levels

Service Activities

The candidate is expected to participate in and contribute to School service/administrative assignments and committees. The candidate also should contribute professionally beyond the School.

Service Evaluation and Expectations

As with RSCAD and teaching, service is evaluated both holistically and in terms of specific areas of contribution. The candidate's holistic service record will be evaluated based on the following criteria:

Table 24. Service & Administration Evaluation Criteria Chart

Category	Criteria	Details
Overall Performance Effectiveness	Constructive Contribution	Active and meaningful participation in School service and administrative assignments
Consistent Productivity	Reliability in Assigned Roles	Consistent and constructive contributions to assigned service and administrative duties
Impact, Potential Impact, & Reputation	Professional Service Engagement	Active involvement in service to the discipline and broader communities (local, national, international) Examples: committee leadership, student organization advising, IRB service, mentoring, editorial boards, public consulting
	School Citizenship & Reputation	Professional reputation within the School Evaluated through observations by Director, eligible faculty, and colleagues
Potential for Continued Performance	Vision for Future Leadership	Demonstrated potential and vision for deeper involvement and leadership in School, University, and professional service/administration

Service Activities

In general, the following types of activities count towards service:

Table 25. Public-Based Service Activities

Category	Activity Type	Examples / Contributions
Community Engagement	Partnerships & Collaboration	Engaging in community partnerships aligned with teaching/research Leading public projects connected to academic responsibilities
Consulting	Discipline-Aligned Consulting	Providing consulting services that benefit the University or discipline Must be relevant to faculty member's position and expertise
Leadership in Public Projects	Applied Public Work	Leading initiatives not listed under teaching but tied to academic focus Examples: civic engagement, public education efforts, community-based research dissemination
Criteria for Inclusion	Alignment with Faculty Role	Service must be connected to teaching and research areas Not all community involvement qualifies—must be academically relevant

Promotion to Full Professor with Tenure

To be considered for promotion to professor, a faculty member must maintain or exceed the level of performance required of the Associate Professor in all assigned responsibility areas. Promotion to professor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies (C120.2). To be clear, promotion to professor is not solely based on one area of accomplishment. It is a recognition of superior professional accomplishment and excellence in the performance of assigned duties (C140).

Standards for Promotion to Professor

The School is charged with establishing criteria and standards (C141) consistent with the general principle of superior professional accomplishment and excellence in the performance of assigned duties (C140). To be promoted to professor, the candidate must demonstrate that, since their last promotion and during their time at the University, they have established a national or international reputation in the discipline or within their sub-discipline and have achieved superior accomplishment in all aspects of their scholarship – teaching, research, and service / administration. The candidate also should demonstrate their commitment to mentoring graduate students and junior faculty.

Research, Scholarship, Creative Activities, and Discovery

The candidate must demonstrate their ability to be an independent, effective, and productive researcher who can carry out a sustained program of high-quality, impactful research. The School recognizes that multiple factors, including scholarly traditions, reputation in the field, research interests, and previous experience, influence the types of RSCAD that faculty pursue and produce (e.g., journal articles, books, book chapters, grants, documentaries, and community-engaged research products). The School also recognizes that collaboration and interdisciplinarity can enhance the quality and impact of one's RSCAD. Thus, the School explicitly notes that multiple types of RSCAD products can illustrate scholarly maturity, consistent productivity, excellence and impact, and potential for continued scholarly productivity.

RSCAD Expectations

In general, the School's expectation is that a candidate for promotion and tenure will have published multiple peer-reviewed research articles over (or equivalents) with significant author contribution in quality academic journals at the time of the promotion and tenure decision. The publications must not have been counted in the candidate's application for tenure and promotion to associate professor and must have been published after the candidate's submission of their application for tenure and promotion. Neither the tenure and promotion recommendation nor the evaluation of RSCAD are based solely on the number of publications. For example, methodology (i.e., quantitative, qualitative, or mixed/multiple methods) can impact the speed and nature of publication. Therefore, in addition to factoring in the number of publications and types of research the candidate pursues, evaluation will be based on a holistic review of the candidate's body of research and evaluation of the candidate's specific research products. The School recognizes that impact, innovation, and productivity are measured differently across academic fields and audiences. The candidate should offer relevant information or context for readers to understand their contributions within their specific academic field.

Table 26. Evaluation Criteria Chart RSCAD for Full Professor

Category	Criteria	Details
Holistic Scholarly Record	Scholarly Innovation & Superior Accomplishment	Coherent, cohesive, sound, and well-executed body of work National/international prominence Growth since last promotion Advancement of the field
	Consistent Productivity	Record of consistent productivity at K-State Active and primary contributor Authorship and percentage of effort
	Impact, Potential Impact, & Reputation	Noteworthy impact on the field Metrics: H-index, G-index, i10-index Community-engaged research: community statements and indicators Positive reputation: external reviewer letters
	Potential for Continued Productivity	Vision for future scholarly impact Reflected in 5-year research plan
RSCAD Products	Quality, Scope, Impact, & Relevance	Quality: Peer review, disciplinary sponsorship, acceptance rate Scope: National/international vs. regional/local Impact: Readership, citations, revenue equivalence, external reviews -Relevance: Pertinence and standing in field
	Contribution & Effort	Contribution: Relative input by faculty Effort: Degree of original research/creativity
	Recognition	Awards, positive reviews, national/international reputation evidence

RSCAD Products

The School recognizes the many forms academic scholarship can take and the differing traditions and expectations based on academic field, candidate goals, and other factors. Regardless of whether products are published in conventional or open-access outlets, they will be evaluated by the same criteria. The following notes are intended to provide a contextual framework for evaluating research products.

Table 27. RSCAD Activities & Outputs for Full Professor

RSCAD Activity	Examples of Outputs
Authorship & Publication	Publication of at least one high quality RSCAD product in an appropriate outlet (e.g., reputable peer-reviewed or discipline-specific journals). Substantial progress toward publication of a large, high-quality project.
Seeking, Securing, and Managing Grants and Contracts	Submission of a major external grant proposal (including overhead/indirect dollars) as a Principal Investigator or Co-Principal Investigator.
Presenting at Academic Conferences	Presentation of research at a regional, national, and/or international conference.
Contributing to Policy Development	Conducting research that informs or shapes policy decisions at the local, state, or national levels
Developing Practitioner-Based Resources	Creating textbooks, online resources, or other educational materials that translate complex research into forms accessible to students and the public
Creating and Validating Assessment Tools	Developing tools and instruments to assess leadership learning, development, and practice and validating these tools for reliability and accuracy.
Serving as a Reviewer for Scholarly Journals	Contributing to the academic community by reviewing manuscripts for peer-reviewed journals or serving as an editor, which enhances the quality and rigor of published research.
Recognition and Awards for Research Excellence	Receiving honors or awards that acknowledge and highlight significant research contributions and impact within the academic or broader community.

Teaching

Candidates for promotion to professor are expected to demonstrate teaching excellence as instructors, as major professors for graduate students, and (if applicable) as advisors / mentors for undergraduate students. Candidates must have evidence of effective supervision of graduate students. Collaboration with graduate students and undergraduate students on research demonstrates commitment to effective teaching at all levels.

Teaching Activities

Teaching activities encompass graduate and undergraduate courses; in-load and overload courses and instruction in online, on-campus, and hybrid modalities. Activities also include graduate advising, with greater weight being given to advising in the role of major professor than advising as a committee member. Public-facing instruction, aligned with one's professional responsibilities, can also be included as a demonstration of impact.

Teaching Evaluation and Expectations

Teaching is evaluated both holistically and specifically, factoring in characteristics, nuances, and contexts of specific courses. The candidate's holistic teaching record will be evaluated based on the following criteria:

Table 28. Teaching & Advising Evaluation Criteria Chart

Category	Criteria	Details
Overall Performance Effectiveness	Teaching Effectiveness	Quantitative & qualitative student feedback (e.g., TEVAL scores M-H or 3.8–5)
		Satisfactory SLO effectiveness data
		Peer observations
		Undergraduate & graduate level teaching
Consistent Productivity	Graduate Advising Effectiveness	Multiple data sources considered (e.g., course evaluations, research facilitation, innovative practices)
		Number of master's/doctoral advisees
		Committee service
		Percent of advisees who defended
Impact & Potential Impact	Teaching Impact	Average time to graduation
		Advisee productivity (e.g., papers, publications, public-facing products)
		Support through nominations/recommendations
		Consistent satisfactory achievement/growth at both undergraduate and graduate levels
Potential for Continued Performance	Future Teaching Effectiveness	Consistent satisfactory achievement/growth in graduate advising
		Facilitation of research
		Instructional innovation
		Scholarship of teaching & learning

Service

The candidate for professor should demonstrate significant, effective involvement and leadership in areas of University; School; professional; and national, or international community service related to his or her expertise.

Service Evaluation and Expectations

As with RSCAD and teaching, service is evaluated both holistically and in terms of specific areas of contribution. The candidate's holistic service record will be evaluated based on the following criteria:

Table 29. Service & Administration Evaluation Criteria Chart

Category	Criteria	Details
Overall Performance Effectiveness	School Service / Administration	- Significant and meaningful contributions to School service and administration
Consistent Productivity	School Service / Administration	- Consistent and constructive contributions in assigned service/administrative roles
Impact, Potential Impact, & Reputation	Professional Service Leadership	- Active leadership in professional service - Contributions to discipline and/or local, national, international communities
	School Reputation	- Professional reputation within the School - Evaluated through observations by Director, eligible faculty, and other colleagues
Potential for Continued Performance	Future Service & Leadership	- Vision and potential for continued meaningful involvement and leadership in School, University, and professional service/administration

Service Activities

Table 30. Service Contribution Categories Chart

Level	Type of Service	Examples / Indicators
School / College / University	Institutional Service	Leading committees Advising/directing student or affiliated organizations (e.g., ICDD) Special assignments Peer mentoring Other contributions to School/University operations
		Writing recommendation letters Internship/employment guidance Career/vocation advising Above-and-beyond student support
Student	Student Support & Mentorship	Holding office in professional organizations Organizing or chairing conferences/sessions Judging contests Serving as outside reviewer for tenure/promotion Editorial board service Evaluative activities for journals or institutions
Professional	Discipline-Based Service	Community partnerships Consulting aligned with University/discipline Leadership on public projects (outside teaching scope) Must align with faculty responsibilities and academic focus
Public	Community & Public Engagement	

Appendix G: Professorial Performance Award Policy, Procedures and Minimum Performance Standards

Staley School of Leadership Kansas State University First Adopted 9/28/2017

Purpose

The policies and procedures that appear in this document govern the way candidates in the Staley School of Leadership are recommended for the Professorial Performance Award. These policies and procedures are governed by Sections C49.1 through C49.14 of the University Handbook and conform to the guidelines issued by the Office of the Provost on February 15, 2006.

Philosophy

The Faculty of the Staley School of Leadership support the language in Section C49.1 of the University Handbook which states, "...the Professorial Performance Award is not a right accorded to every faculty member at the rank of Professor. Nor is it granted simply as a result of a candidate's routinely meeting assigned duties with a record free of notable deficiencies." [UHB C49.1] The Faculty further support the concept that the Professorial Performance Award shall be based on "...evidence of sustained productivity... and... of a quality comparable to that which would merit promotion to professor according to current approved department standards" [UHB C49.2] in the areas of teaching, research and service.

Award Eligibility

The foregoing statement of philosophy therefore governs the performance aspects of a candidate's initial eligibility for the Professorial Performance Award in Leadership Studies/SSL. The University Handbook imposes additional limits on eligibility. Specifically, the university requires that an eligible candidate must be a full-time faculty member [UHB C49.2] holding the rank of Professor and must have been in rank at least six years since the last promotion or last receipt of the Professorial Performance Award; further, the eligible candidate must show sustained productivity for at least the last six years prior to review for the Professorial Performance Award [UHB C49.2]. Using these metrics, the following statements of unit-level eligibility and procedures explicate how the Staley School of Leadership considers candidates' worthiness for this award.

Unit-level Eligibility, Criteria, and Procedures

To be considered for the Professorial Performance Award, the Staley School of Leadership requires that a faculty member: (1) must meet the eligibility criteria established in the University Handbook [C49.1- C49.14]; (2) must follow the procedures which are outlined in this same section of the University Handbook; and (3) must adhere to any additional unit requirements and procedures outlined in Appendix D.

For more information on the Professorial Performance Award, refer to the University Handbook UHB C49.1 – C49.14.

APPENDIX H: POST-TENURE REVIEW POLICY

Staley School of Leadership Approved September 28, 2017

Revised February 26, 2025

Statement of Philosophy and Purpose

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 its members accountable for high professional standards.

Kansas State University recognizes that the granting of tenure for university faculty is a vital protection of free inquiry and open intellectual debate. It is recognized that nothing in this policy alters or amends the University's policies regarding removal of tenured faculty members for cause (which are stipulated in the University Handbook). This policy and any actions taken under it are separate from and have no bearing on the chronic low achievement or annual evaluation policies and processes (UHB Sections C 31.5-C31.8).

Characteristics of the Policy

This policy has the following characteristics:

- Applies only to tenured faculty members in the department.
- Identifies minimum-acceptable levels of productivity for all applicable areas of faculty responsibility.
- Identifies how the department will determine when a tenured faculty member's performance in one or more instances fails to meet the minimum acceptable level.
- Describes necessary actions once a faculty member has been identified at the minimum acceptable levels of productivity.
- Indicates that continued low achievement may lead to dismissal with cause.

The unit policy on post-tenure review follows the overarching purpose, principles, objectives, and procedures in the university policy on post-tenure review (see *University Handbook*, Appendix W), which was approved by Faculty Senate on February 11, 2014.

Procedures

Post-tenure review shall be conducted for the tenured faculty every six years and shall conform to the timeline associated with the annual evaluation review as outlined in the *University Handbook*. The six-year post-tenure review clock shall be further defined to mean that post-tenure review will be conducted for all tenured faculty every six years, or in the sixth year following promotion or awarding of a major university performance award.

More specifically, the following events shall modify and reset the post-tenure review clock:

Table 31. Post-Tenure Review Operations & Flow Chart

Section	Details
Events That Reset the Review Clock	Application for promotion to full professor Application for Professorial Performance Award (Univ. Handbook C49) Receipt of substantial award requiring multi-year documentation (e.g., University Distinguished Professor, Teaching Scholar, endowed director, national/international awards)
Exceptions to Review Requirement	Faculty undergoing chronic low achievement review Faculty who have formally announced retirement or begun phased retirement Begins in AY 2025–2026
Review Cycle Implementation	Full and Associate Professors reviewed in 2025–2026 Cycle repeats in 2024–2025 and 2025–2026 for faculty without intervening promotion or qualifying awards Unit maintains database of review years
Required Submission Materials	Six years of individual annual merit evaluation reviews
Review Process Flow	Submission: Faculty submits documents to unit head Evaluation: Unit head summarizes cumulative ratings in teaching, scholarship, service Meeting: Unit head meets with faculty to discuss findings Outcome: If all ratings are “MEETS STANDARDS” or higher, review is complete Documentation: Unit head issues completion letter with faculty signature line for agreement/disagreement
Additional Notes	Successful external award resets review clock Review is based on cumulative performance over six years

APPENDIX I: PROFESSIONAL POSITIONS TITLES FOR NON-TENURE TRACK FACULTY

School of Leadership Studies Non-Tenure-Track Professional
Positions Staley School of Leadership Studies
Approved September 28, 2017
Jointly approved EDLEA/EDACE/LEAD October 2017

Positions and Ranks

The Staley School of Leadership Studies includes non-tenure-track professional positions of Instructor, Professor of Practice, Teaching Professor, and Research Professor. Section C10-C12 in the University Handbook governs and describes these positions.

The following ranks are refined within these positions:

- 1) Instructor: Instructor, Advanced Instructor, Senior Instructor
- 2) Professor of Practice: Professor of Practice, Senior Professor of Practice
- 3) Teaching Professor: Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor
- 4) Research Professor: Research Assistant Professor, Research Associate Professor, Research Professor

Primary Responsibilities

- 1) Usually, individuals holding the positions of any Instructor rank, or any Teaching Professor rank will be primarily responsible for instruction.
- 2) Individuals holding positions of any Research Professor rank will be primarily responsible for producing research.
- 3) Individuals holding the position of Professor of Practice or Senior Professor of Practice may have responsibilities concerning instruction, research, outreach and service or a combination of these duties.

In all cases, exact duties and expectations for individuals holding non-tenure track appointments in the Staley School of Leadership will be defined in the letter of appointment. Likewise, responsibilities may vary between individuals depending upon the specific needs of the unit at the time that an offer of employment is made. Appointment Individuals holding non-tenure track professional positions in the SSL may be appointed on a full or part-time basis and generally will be term employees. Regular appointments to non-tenure track positions are also possible. The exact nature of the appointment will be determined at the time that an offer of employment is made. The rank at the time of the initial appointment is administratively based both upon such factors as advanced degree(s) held, experience, performance and achievement overtime and the exact needs of the unit.

- Candidates for the positions of Teaching and Research Professor at all ranks are expected to hold a terminal degree in an appropriate discipline that is clearly related to their work within the School.
- Candidates for the position of Instructor at all ranks are expected to hold a minimum of a master's degree in a field that is clearly related to their work within the School.
- Candidates for the position of Professor of Practice at both ranks must hold a minimum of a master's degree, or a bachelor's degree plus ten years of substantial appropriate related senior experience. directed service assignments.

Service

Service excellence is reflected in a faculty member's ability to meaningfully apply their expertise within the department, college, university, profession, and broader community. Service responsibilities are categorized as either directed or non-directed, as outlined in the University Handbook (Sections C32.6 – C32.7). Faculty

members typically engage in both directed and non-directed service activities. Regardless of appointment type, faculty are expected to actively participate in School, in leadership studies faculty meetings, SSL events, support faculty searches, and contribute to accreditation processes when necessary. *Service contributions beyond the expected level are not a substitute for meeting workload expectations in teaching and/or research.*

Faculty contributions to service can take various forms, reflecting engagement within the institution, the profession, and the broader community. These contributions are critical to the functioning of the university and the advancement of the profession. Examples of service activities include but are not limited to:

Directed Service

This work advances the goals and objectives of a unit and the university, requires academic credentials or specialized skills, and forms part of a faculty member's explicit assignment. In the SSL, a minimum of 5% directed service is required of all faculty members unless otherwise negotiated with the director.

Table 32. Professional Positions Directed Service

Category	Examples of Directed Service
Committee Service	Assigned governance committees Search committees Tenure & promotion committees
Program & Institutional Support	Accreditation reviews Self-study processes Program evaluations College or university advisory boards
Recruitment & Mentorship	Targeted recruitment efforts Formal mentorship of developing faculty (beyond instructional support)
Graduate Student Supervision	Assigned supervision of GTAs and GRAs
Faculty Development	Participation in faculty development initiatives
Experiential Learning Coordination	Coordination of internship or practicum experiences

Non-Directed Service

This refers to faculty members' contributions to their institution, profession, or community that are not explicitly assigned or required by their job description. This includes institution-based service, work that is essential to the operation of the university.

Table 33. Expanded Service Activities

Level	Activity Type	Examples / Contributions
School / University	Voluntary Institutional Service	Leading/participating in committees, workgroups, task forces (not supervisor-assigned)
		Serving on Faculty and Staff Professional Senate
Student	Student Support & Mentorship	Fulfilling IRB responsibilities
		Developing academic advising resources
Professional	Discipline-Based Service	Coordinating/participating in student success programs
		Mentoring honors or undergraduate research students
Public	Community & Public Engagement	Writing letters of reference
		Advising student organizations
		Supervising/training students, graduate assistants, research staff
		Holding office in professional organizations
		Organizing/chairing conferences or sessions
		Judging contests
		Serving as outside reviewer for tenure/promotion
		Editorial board service
		Evaluative activities for journals or institutions
		Community partnerships
		Consulting aligned with university/discipline
		Leading public projects (outside teaching scope)
		Must align with faculty responsibilities and academic focus

Profession-Based Service and Public-Based Professional Service

Work that applies knowledge and expertise for the benefit of a public audience and that provides leadership and service to the faculty member's profession or discipline is outlined in the chart below.

Table 34. Professional and Public Service Activities

Service Type	Activity	Examples / Contributions
Profession-Based Service	Leadership & Governance	Holding elected/volunteer roles in professional organizations Serving on advisory boards, study sections, grant review panels
	Editorial & Review Work	Editorial board membership or editorial roles for journals Peer reviewing scholarly articles, book proposals, conference proceedings External peer reviews for tenure and promotion cases
	Scholarly Engagement	Hosting/leading webinars or conferences Developing open educational resources (OER) Engaging in scholarly networking and partnerships
Public-Based Professional Service	Public Leadership & Representation	Leadership roles in professional organizations Organizing/leading conferences (international, national, regional, local) Representing the field in public forums, expert testimony, media interviews
	Community Engagement & Advocacy	Faculty practice in leadership development for external organizations Community-based workshops Professional advocacy Consulting with policymakers
	Public-Facing Contributions	Administering community projects/programs Providing public programs (e.g., non-credit micro-credentials) Developing community-use resources (not counted as publications)

Service activities are integral to faculty members' broader roles supporting the university's mission and by contributing to the field of leadership studies, community-engaged work, and society. Exceptions require the approval of the director of leadership studies and the Dean. By allowing flexibility in workload assignments, the SSL aims to create a supportive environment where faculty members can maximize their potential and contribute meaningfully to the university's goals.

APPENDIX K: MEMO ON STALEY SCHOOL ORGANIZATION

APPENDIX L: BRIEF HISTORY

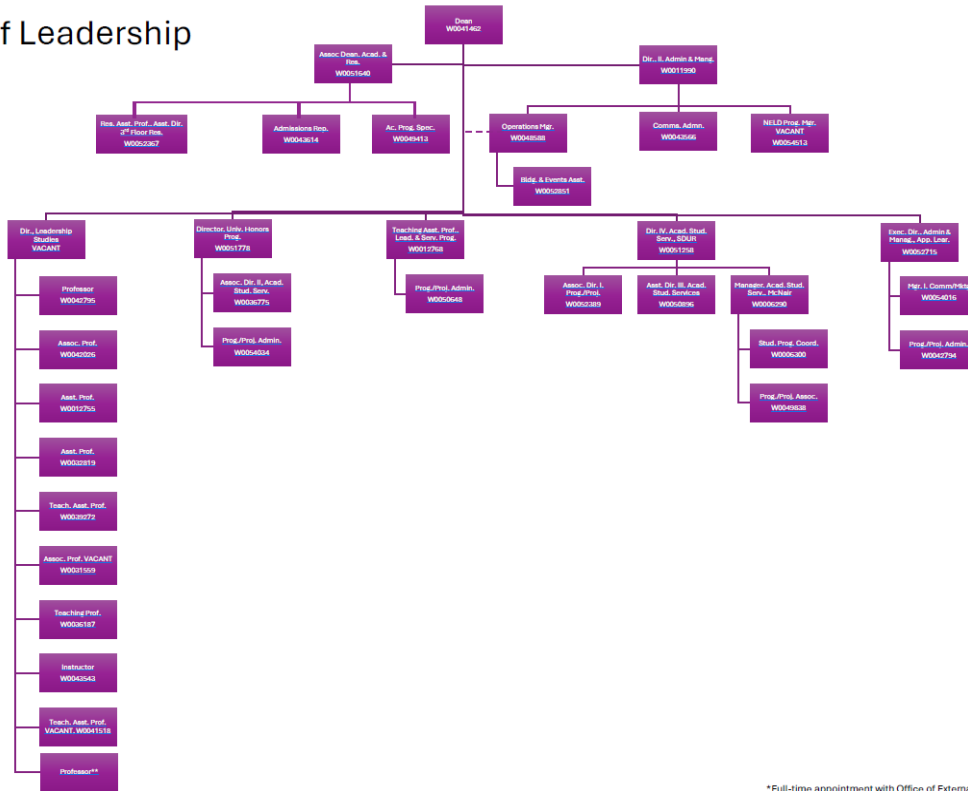
In 1995, Educational Administration and Leadership (EDADL) in the College of Education agreed to foster a new undergraduate interdisciplinary minor under the title Leadership Studies (EDLST). This program developed from the work of Dr. Susan Scott and Dr. Bob Shoop. Following initial growth, leadership studies merged with the university's Community Service Programs in 2006 to become Leadership Studies and Programs. In 2008, Leadership Studies and Programs became administratively independent from the College of Education and EDADL, reporting directly to the provost for the purpose of creating a new School of Leadership Studies. In 2009, the new School of Leadership Studies retained affiliation with the Department (EDADL) for the purpose of supervising the tenure/promotion and curriculum processes of the school. In 2009, (Appendix K) the Kansas Board of Regents (KBOR) approved the renaming of the unit to the Staley School of Leadership Studies in honor of donors who provided a new permanent campus building to house the program. In 2017, the school broadened its scope to include both undergraduate and graduate programming. Graduate programming was initiated through a first of its kind interdisciplinary Ph.D. in leadership communication. The Leadership Communication Doctorate was built through a collaboration with the Colleges of Arts and Sciences (A.Q. Miller School of Media and Communication) and the College of Agriculture (Department of Communications and Agricultural Education). In 2024 the school moved away from offering a minor and transitioned undergraduate program to certificate options. Today the School offers undergraduate certificates in leadership studies, nonprofit leadership, and a secondary major in global food systems leadership (GFSL), which began through a partnership with the College of Agriculture and the Department of Communications and Agricultural Education. Undergraduate students in the School of Leadership regard the leadership programs as value-added to any contributing academic major in the entire University. The graduate programs include certificates in nonprofit leadership (a partnership with Public Administration), leading change, and a doctoral degree in leadership communication; partnerships to offer all programs are interdisciplinary. Additionally, the undergraduate focus in non-profit leadership today is a certificate in non-profit leadership paired with the opportunity for students to complete their certified nonprofit professional (CNP) credentialing examination. The certification marks a signature partnership with the Nonprofit Leadership Alliance, a Kansas City based nonprofit.

The growth of the School in 2022 included expanded academic programs structured to support the growth of student success, scholar development, critical thinking, undergraduate research and creative inquiry, and meaningful learning and engagement in and beyond the classroom across the university. Organizationally, Scholar Development and Undergraduate Research, which includes McNair Scholars, Developing Scholars Program, and Nationally Competitive Scholarships, and the University Honors Program joined the School. In 2023, as part of the Next-Gen K-State Strategic Plan, the university committed that every student would have an applied learning experience during their educational experience at Kansas State University. Applied Learning Experiences is housed within the Staley School and is where applied learning at the university is tracked, coordinated, and supported through grants, workshops, and through professional development for faculty, staff, and students. In addition to these academic programs, the Staley School offers a set of co-curricular programs known as leadership and service programs composed of student leadership development opportunities open to all students.

In 2025 the Provost, with support of the Deans of the College of Education and the Staley School, called to complete the move to make the school fully autonomous, with preparation and approval of the department documents making leadership studies an independent, tenure-granting unit.

APPENDIX M

Staley School of Leadership



*Full-time appointment with Office of External Engagement. Tenure home with SSL.