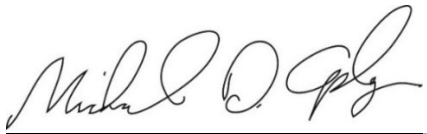
GUIDELINES FOR
FACULTY EVALUATION, PROMOTION AND TENURE

Department of Anatomy and Physiology
College of Veterinary Medicine
Kansas State University

Policy Statement Concerning:
Personnel Review and Evaluation Standards/Procedures
Performance Evaluation Criteria
Annual Evaluation
Reappointment Evaluation for:
Annual Reappointment Reviews
Mid-Tenure Review
Tenure
Promotion
Professorial Performance Award
Chronic Low Achievement
Post-Tenure Review
Non-Tenure Track Faculty Titles
Approved by Faculty Vote on (05/7/2025)

NEXT REVIEW DATE: 08/2029



Department Head Signature — Date: 05/23/2025

Dean's Signature — Date: 11/13/2025

Provost's Signature — Date: 11/14/2025

DEPARTMENT OF ANATOMY AND PHYSIOLOGY

ANNUAL EVALUATION GUIDELINES
(Approved by Faculty Vote on 05/24/2019)

PROMOTION AND TENURE GUIDELINES
(Approved by Faculty Vote on 05/24/2019)

POST-TENURE REVIEW GUIDELINES
(Approved by Faculty Vote on 05/24/2019)

REVISIONS TO APPENDIX 4 and APPENDIX 5
(Approved by Faculty Vote on 12/02/2020)

REVISIONS TO APPENDIX 4 and APPENDIX 5
(Approved by Faculty Vote on 05/07/2025)

REVISIONS TO PEER REVIEW OF TEACHING PROCEDURES
(Approved by Faculty Vote on 05/07/2025)

FINAL FACULTY APPROVAL OF ENTIRE DOCUMENT COMPLETED 5/23/2025

Each academic department is required by *University Handbook* policy to develop department documents containing criteria, standards, and guidelines for promotion, tenure, reappointment, annual evaluation and merit salary allocation. These documents must be approved by a majority vote of the faculty members in the department, by the Department Head or Chair, by the Dean concerned, and by the provost. In accordance with *University Handbook* policy, provision must be made to review these documents at least once every 5 years or more frequently if it is determined to be necessary. Dates of revision (or the vote to continue without revision) must appear on the first page of the document.

GUIDELINES FOR
FACULTY EVALUATION, PROMOTION AND
TENURE

Department of Anatomy and Physiology College of
Veterinary Medicine
Kansas State University

Contents

A. INTRODUCTION

This document pertains to persons in the Department of Anatomy and Physiology holding regular appointments. Regular appointment ranks include Research Assistant, Assistant Scientist, and instructor; along with Assistant Professor, Associate Professor, and Professor in the tenure-track, clinical, and research lines.

Recognizing that the goals and objectives of the department and individual faculty members are not static, a general set of evaluation guidelines that align with the immediate, mid and long-range goals and objectives of the department is established. The intent is to suggest examples of excellence and effectiveness that serve as benchmarks for individual planning, goal-setting, and performance evaluation. Items of emphasis most likely to lead to positive evaluations, career development and advancement are described.

The professorial role has three major dimensions: 1) instruction; 2) research and publication; and 3) service to the institution, the profession, and external constituencies. Each of these dimensions is important to the attainment of the institutional goals of excellence and national prominence. Supporting these goals is faculty mentorship, whereby faculty development in these dimensions is cultivated. A faculty member's contribution within all of these dimensions is expected to vary as a function of the needs of the department and the individual's skills, interests, assigned responsibilities, and stage of career development.

Non-tenure track faculty holding regular appointments can fulfill key roles that advance the mission of the department, college, and university. Research and clinical track faculty seeking appointment in, or promotion to, advanced ranks must excel in their focus areas and may contribute substantially in other areas.

Faculty members presenting themselves for tenure as well as promotion or merit compensation are expected to excel in at least two of the three dimensions mentioned above. Multiple indicators of excellence in teaching, research and publication, and service over an extended period of time usually represent the most important components in the tenure and promotion process.

B. MISSION COMPONENTS AND EVALUATION STANDARDS

1. Instruction

Faculty members with time budgeted for teaching as part of their appointment are expected to contribute in the area of instruction and student development, to be effective in the classroom, to strive continuously to improve their teaching effectiveness, and to contribute to the development of the department's instructional programs. Following are general guidelines for assignment of instructional effort, establishment of mentorship and peer evaluation groups, and evaluation of teaching effectiveness.

1.1 Faculty instructional effort

The assignment of faculty instructional effort will occur in consultation with the Department Head. Initial teaching assignments will be based on the needs of the department and the individual faculty member's interests and career goals.

Short-term changes in faculty instructional effort may be necessitated by faculty departures, sabbatical leave or illness and could occur throughout the year. Short-term reassignment of instructional effort will occur in consultation with the impacted faculty member(s), the

Course Coordinator and the Department Head and will be documented at the time of annual evaluation.

Long-term changes to faculty instructional effort may be initiated by the Department Head in response to changes in the needs or didactic mission of the department or these may be initiated by the faculty member in response to changes in faculty interests or career goals. Long-term changes in teaching effort will occur in consultation with the Department Head at the time of annual evaluation.

The following table is intended to serve as a guide for establishing the assignment of faculty instructional effort across the department. Assignment of effort will not be based on any single category, but consideration will be given to all components of the instructional appointment. However, areas of the appointment that require a greater anticipated time commitment may be weighted accordingly based on the factors outlined below. The definition of one credit hour is based on University Handbook Section F111. Specifically, one credit hour is defined as the amount of effort required to attain a specific amount of knowledge or skill equivalent to 3 hours of effort per week for 15 weeks. A common practice is for one academic credit hour to be composed of a lecture or class to meet for 1 hour (50 minutes) per week, with 2 hours per week of outside assignment and study effort expected each week for 15 weeks. A 50-minute standard-contact-period for a regular class or lecture is considered as one contact hour. Thus, for the 15-week regular semester, a one-credit-hour lecture or recitation course will have 16 contact hours that include one 50-minute contact period (i.e., 1 contact hour) each of 15 weeks plus one contact hour for the final exam in the 16th week. A 3-credit-hour course will have 48 contact hours in total for the 15-week semester. This total number of contact hours is the same for both online and in-class courses. The number of contact hours for a regular 15-week online course will be calculated based on the number of credit hours of the course and the number of modules (one module each week) that the instructor teaches. For example, for a regular 3-credit-hour online course, if an instructor teaches 10 out of the 15 weeks and administers the final exam, the instructor will have 33 contact hours.

Category	Faculty Instructional Effort (%)				
	76 – 100%	**51 – 75%**	**26 – 50%**	**11 – 25%**	**<10%**
DVM Core lectures	40 – 50 lectures	30 – 39 lectures	20 – 29 lectures	10 – 19 lectures	< 10 lectures
DVM Core course coordinator	Yes	Yes	Yes	No	No
DVM Core course laboratory teaching	>100 hours in lab	51 – 99 total contact hours in lab	26 - 50 total contact hours in lab	<25 total contact hours in lab	< 25 total contact hours in lab
DVM Elective lecture hours	>30 lectures	20 – 29 lectures	10 – 19 lectures	<10 lectures	<10 lectures
DVM Elective coordinator	Yes	Yes	Yes	Maybe	No
DVM Elective laboratory	>30 hours in lab	20 – 29 hours in lab	10 – 19 hours in lab	<10 hours in lab	<10 hours in lab
PhD/MS course lectures	>30 lectures	20 - 29 lectures	10 – 19 lectures	<10 lectures	<10 lectures
PhD/MS course coordinator	Yes. Faculty at any level of instruction can serve as a PhD/MS course coordinator				
Undergraduate Teaching	Yes. Assignment of instructional effort related to undergraduate teaching will be established based on the number of lectures and laboratories that are taught and the number of students that are enrolled in the course.				
PhD/MS Advisor	Service as a graduate student supervisor or as a member of a graduate student Program of Study committee alone is not anticipated to constitute more than 10% of a faculty member's designated instructional effort.				
Graduate Committee					
Student Advising/ Mentoring					

It is recognized that the time committed to each component of the overall faculty instructional effort will vary based on several factors. These factors include (1) the number of students enrolled in the course; (2) the number of times a course has been taught; (3) the type, rigor and frequency of student assessment; (4) the experience of the instructor; (5) significant revision and updates to existing course materials; (6) the development of new course materials; (7) the development and integration of new technology, teaching or assessment methods into the course; (8) student motivation and overall student performance; and (9) the foundational knowledge and experience of the students enrolled in the program of study. Faculty have the opportunity to, and are encouraged to, document how these considerations may have factored into their overall instructional effort at the time

of annual evaluation. Although it is anticipated that activities designated as having a high time commitment will be given greater consideration in determining the overall percent instructional effort, the final determination of faculty instructional effort will be established by the Department Head in consultation with the faculty member at the time of appointment or annual evaluation.

Graduate student training is recognized as a critical component of the department teaching mission. From an instructional perspective, examples of graduate student training include (1) development of new graduate courses; (2) teaching in graduate courses; (3) service as a course coordinator for graduate courses; and (4) development and delivery of laboratory and/or practicum sessions for graduate students. It is recognized that teaching also occurs when faculty serve as a Supervisor or Major Professor for a graduate student or as members of a graduate advisory committee. However, these activities generally produce research outcomes (publications, abstracts, patents and grants) and thus also contribute to the research mission of the Department. Therefore, service as a graduate student supervisor or as a member of a graduate student Program of Study committee alone is not anticipated to constitute more than 10% of a faculty member's designated instructional effort.

1.2 Instructional coaching

Instructional coaching provides an informal structure to facilitate continuous development and improvement of classroom teaching. Assignment to an instructional coaching group may be voluntary, upon the request of faculty seeking feedback regarding their instruction, or may be initiated by the Department Head in cases where teaching evaluations fall below expectations. Instructional coaching is separate from the Assessment of Teaching Effectiveness (Section 1.3). However, faculty may elect to include materials from their instructional coaching in their teaching portfolio for promotion and/or tenure.

a. Group composition.

1. Each group consists of 3 – 4 teaching faculty, and may consist of all faculty teaching in one course.
2. Instructional coaching groups will be established by the Department Teaching and Curriculum Committee, in consultation with the Department Head. Coaching groups will be established prior to the start of the academic year and/or within 6 months of appointment for a new faculty member with an instructional appointment, upon request.
3. Groups ideally will be changed every 3 years to facilitate new perspectives.

b. Requirements.

4. Members are expected to attend one another's class sessions at least once per semester (or year for faculty only teaching in one semester). This will provide each member with 2-3 assessments of classroom teaching each semester.
5. Evaluations of class sessions may address the following:

- Lecture objectives
- Any supporting materials provided
- The presentation/session
- Reflective statement regarding the presentation
- Evaluation of items written for exams from presentation
- Performance of the students on test items

1.3 Evaluation of Teaching Effectiveness

Evaluating teaching effectiveness for the purpose of Annual Evaluation will be conducted within peer-evaluation groups and requires consideration of all aspects of teaching. Groups will be established in consultation with the Department Head and the Curriculum and Teaching Committee.

a. Group composition.

i. Each group consists of (i) 2 faculty members within the department (at least one of whom is at the rank of tenured or clinical Associate or Full Professor), and (ii) the Department Head or designee.
ii. Teaching evaluation groups will be established by the Department Head or designee.
iii. Groups ideally will be changed periodically (1 – 3 years).

b. Requirements.

i. Members are expected to attend one another's class sessions at least once per year (tenured faculty and Clinical Associate or Clinical Professor) or once in every course they provide more than 2 contact hours (untenured or clinical Assistant Professors) (see Section 1.4).
ii. It is the responsibility of the faculty member being evaluated to ensure that class schedule information is communicated with the faculty members doing the evaluation in a timely manner.
iii. It is the responsibility of the faculty member being evaluated to ensure that they have received scores to complete every category that comprise the Teaching Effectiveness Score (Section 1.5) at the time of Annual Evaluation (Section D3).

c. Evaluation of teaching effectiveness of classroom teaching.

The following may be addressed in the evaluation for faculty members with classroom teaching responsibilities:

i. Session objectives
ii. Any supporting materials provided
iii. The presentation/session
iv. Reflective statement regarding the presentation
v. Evaluation of items written for exams from presentation
vi. Performance of the students on test items

1.4 Frequency of peer evaluation of classroom teaching

The frequency of peer evaluation may vary depending on the career stage of the individual. The following are guidelines:

a. Teaching faculty should be evaluated **at least once annually.** There is no requirement for an evaluation to be conducted for every course that is taught provided teaching performance meets or exceeds expectations.

b. Concerns or issues with teaching performance (i.e., not acceptable) may result in a recommendation from the Department Head for more frequent evaluations and to form an instructional coaching group (See Section 1.2).

1.5 Teaching effectiveness score

Annual evaluation of teaching is based on the following:

	Element	% Weight
I.	Peer evaluation from at least one faculty member within the department	35
II.	Administrator (Department Head or Designee) review	30
III.	Student ratings (TEVALs)	25
IV.	Self-assessment / reflective statement on teaching, evaluations and any planned adjustments to teaching.	10

1.6 Evaluation of the scholarship of teaching

Evaluation of the scholarship of teaching is particularly important for those faculty members with substantial teaching assignments. This is performed by the Department Head in consultation with the faculty member. It is understood that, depending on the assignment of the faculty member and their contributions in the areas of scholarship in research and directed service, scholarship in teaching may impact the overall evaluation of the faculty member well beyond the Department Head's input into the evaluation of teaching effectiveness. Following are some examples of the scholarship of teaching.

Examples of accomplishments in the area of scholarship of teaching:

1. Development of new teaching materials or radical improvement of current teaching materials in existing courses
2. Development of innovative pedagogical methodologies and materials
3. Development of new undergraduate, graduate, professional, or extension courses or major revision to the content of existing courses
4. Publication of instruction-related materials, e.g., case reports, textbooks, auto-tutorials, results of surveys or articles on the theory of education
5. Development of survey instruments for the evaluation of teaching effectiveness
6. Contribution to the development of new instructional programs
7. Record of speaking engagements on instruction-related topics at local, regional, state, national, and/or international meetings
8. Completion of programs/workshops resulting in improved teaching methods
9. Proof of significant self-development leading to enhanced instructional effectiveness
10. Chair of MS and/or PhD committee(s)
11. Member of MS and/or PhD committee(s)
12. Direction of independent student research, e.g., summer projects by veterinary students

1.7 Course coordinator responsibilities

Course coordinators are critical to effectively delivering the teaching mission of the department. The broad responsibilities of course coordinators are summarized below:

Course Planning and Design

i. Prepare a course syllabus that includes course objectives, course format, exams, schedule, office hours, and administrative items.
ii. Align course objectives, assessments, and instructional methods in the course.

Examinations

i. Review exams from each instructor to ensure they follow the agreed upon format and address the agreed upon course objectives.

Course administration

i. Arrange with teaching technology/IT group to overview class layout and support activities within the class.
ii. Discuss teaching preparation with each instructor and review teaching materials as needed.

1.8 Evaluation of course coordinator effectiveness

The Department Head will coordinate an assessment of course coordinator effectiveness as part of the annual evaluation process. Course coordinators will be assessed based on performance in the three categories listed above, specifically:

i. Course Planning and Design
ii. Examination
iii. Course Administration

To assist with the process, the Department Head may consult and solicit input from the following sources:

i. Course Coordinator
ii. Faculty participating in the course
iii. Students enrolled in the course
iv. Course syllabi and course materials
v. Student performance on tests and exams
vi. Reflective statement completed as part of the annual evaluation portfolio
vii. Course evaluation survey as appropriate

2. Research

Self-sustaining, innovative, high-quality and productive research programs are fundamental to maintaining the relevance of the department and attaining the institutional goal of academic excellence and national prominence. Faculty contributions to the body of knowledge in their discipline is expected across all appointments and is critical to the department's academic reputation for excellence.

The quality of the research contribution to the body of knowledge is one of the major criteria in evaluation. Indices of quality and impact include a) a consistent record of publication in leading refereed journals in relevant disciplines; b) evidence of research innovation and sustainability in the form of extramural funding support of sufficient size to fund a line of investigation; c) a positive

trajectory in key citation metrics (e.g. number of citations, h-index, i-10 index); d) invitation to present abstracts, full-length papers and key-note addresses at leading national and international scientific meetings in relevant disciplines; e) invitations to author review articles, book chapters and commentaries in leading publications in the field; f) evidence of innovation and discovery in the form of licenses and patents; and g) peer recognition of excellence in the form of nominations for local, national and international research awards.

2.1 Faculty research effort

The assignment of faculty research effort will occur in consultation with the Department Head. Initial research assignments will be based on the needs of the department and the individual faculty member's interests and career goals.

Changes to faculty research effort may be initiated by the Department Head in response to the evolving needs of the department or these may be initiated by the faculty member in response to significant changes in research focus, extramural funding, faculty interests or career goals. Long-term changes in research effort will occur in consultation with the Department Head at the time of annual evaluation.

It is recognized that the time committed to each component of the overall faculty research effort will vary based on several factors. These include the following:

- Faculty rank, career stage, research experience and time in appointment at KSU;
- Reassignment of faculty instructional (Section 1.1) and/or service (Section 3.1) responsibilities;
- Changes in the level and/or duration of extramural funding;
- Research progress and delivery of specific aims relative to the initiation and conclusion of the funding period;
- Number of graduate students, research support personnel and post-docs supported;
- The career stage and experience of supported graduate students, personnel and post-docs;
- Pursuit of significant new lines of enquiry or a substantial change in research focus;
- Sabbatical leave; and
- Unforeseen research challenges such as changes in research personnel, equipment failure or data loss.

Opportunities for faculty to document how these considerations may have factored into their overall research effort are provided at the time of annual evaluation. However, the final determination of faculty research effort will be established by the Department Head in consultation with the faculty member at the time of appointment or annual evaluation.

The following table is intended to serve as a guide for establishing the assignment of faculty research effort across the department. Assignment of effort will not be based on any single category but will be weighted based on the factors listed above and the anticipated time commitment that faculty expect to devote to each component of their appointment.

Category	Faculty Research Effort (%)			
	80 – 100%	**50 – 79%**	**10 – 49%**	**<10%**
Peer-reviewed senior/ corresponding author publications	Average ≥ 2 per year over a 5 year period	Average ≥ 1 per year over a 5 year period	Average of 1 every 2 years over a 5 year period	Average of 1 every 5 years
Peer-reviewed co-authored publications	Average ≥ 2 per year over a 5 year period	Average ≥ 1 per year over a 5 year period	Average of 1 every 2 years over a 5 year period	Average of 1 every 5 years
Extramural grant submission as principal investigator	Average ≥ 2 competitive proposals per year of sufficient size to fund a line of investigation	Average ≥ 1 competitive proposal per year of sufficient size to fund a line of investigation	One competitive proposal every 2 years of sufficient size to fund a line of investigation	No formal expectation for extramural grant submission as PI
Extramural grant submission as a collaborator	Yes	Yes	Yes	Yes
Intramural grant submission	Yes	Yes	Yes	Yes
Abstract preparation and presentation at scientific meetings	Yes	Yes	Yes	Yes
Book Chapters and Invited Reviews	Yes	Yes	Yes	Yes
Creation of Intellectual property	Yes	Yes	Yes	Yes
Lab management	Yes	Yes	Maybe	No

2.2 Documenting Excellence in Research and Publication

For their Annual Evaluation, each faculty member will submit an evaluation form including the following quantitative and qualitative evidence of excellence in research and publication:

Publication:

a. Short paragraph (less than 150 words) highlighting the impact of the faculty member's publications. Any activity related to publications occurring in the past year can be described, including recent attention afforded to manuscripts accepted in previous years. This paragraph can include descriptions of major scientific advances

reported in recent publications, the prestige of journals in which the work has been accepted, awards received for publications, attention garnered by publications in other articles or in the popular press, reception of a large number of citations for a publication, etc.

b. List of peer-reviewed publications accepted in the past year for which the faculty member is (co-) first or (co-)corresponding author.

c. List of peer-reviewed publications accepted in the past year for which the faculty member is ***not*** (co-)first or (co-)corresponding author.

d. List of any non-peer reviewed documents published in the past year such as a book or book chapter.

Grantsmanship:

a. Short paragraph (less than 150 words) describing any notable grant-related activity in the past year. This paragraph can include descriptions of scores or feedback received from proposal reviews, the impact of active grants on the department's infrastructure, etc.

b. List of extramural awards, of sufficient size to fund a line of investigation, that were active in the past year on which the faculty member served as principal investigator, program director, or equivalent.

c. List of extramural awards, of sufficient size to fund a line of investigation, that were active in the past year on which the faculty member is *not* principal investigator, program director, or equivalent, but officially listed in some other capacity, such as co-investigator or consultant.

d. Number of months of salary savings for the faculty member received from active grants in the past year.

e. List of intramural grants (CVM, Johnson Cancer Center etc.) awarded to the faculty member in the past year.

f. List of extramural grant proposals of sufficient size to fund a line of investigation submitted in the past year on which the faculty member is principal investigator, program director, or equivalent.

g. List of extramural grant proposals of sufficient size to fund a line of investigation submitted in the past year on which the faculty member is *not* principal investigator, program director, or equivalent, but officially listed in some other capacity, such as co-investigator or consultant.

h. Number of months of salary savings for the faculty member requested in grant proposals submitted in the past year.

Research outreach:

a. Short paragraph (less than 150 words) highlighting the impact of posters, abstracts, and oral presentations given by the faculty or their research group in the past year. This paragraph can include descriptions of the prestige of venues where the product was presented, awards received for the product, etc.

b. List of posters, abstracts, and oral presentations in the past year for which the faculty member is (co-)first, (co-)corresponding, or presenting author.

c. List of posters, abstracts, and oral presentations given in the past year for which the faculty member is *not* (co-)first, (co-)corresponding, or presenting author.

Indicators of research esteem, creativity, impact and influence:

a. Short paragraph (less than 150 words) describing any additional evidence of excellence in research and publications pertaining to the past year. Examples include awards or recognition received by the faculty member or a member of their group, patent applications submitted, patent income generated, creation of trademarked and copyrighted materials, progress in assembling laboratory apparatus, etc.

b. Peer recognition of research excellence in the form of nominations for local, national and international research awards.

c. Creation of intellectual property including invention disclosures, provisional patents, assigned patents, software applications, trademarked and copyrighted materials or other technologies that have the potential to be licensed and marketed.

d. A positive trajectory in key citation metrics (e.g. number of citations, h-index, i-10 index).

3. Directed and Non-directed Service

The Department of Anatomy and Physiology serves several stakeholders, including the academic profession, the veterinary profession, the public, the agricultural community, the university, College of Veterinary Medicine and the department. **Directed service** requires academic credentials or special skills and is a part of a faculty member's explicit assignment. **Non-directed service** can be profession-based, institution-based or public-based professional service as defined by Section C6 of the *University Handbook*. All faculty members are expected to contribute in the area of service.

The amount and nature of the service contributions are likely to differ, depending on individual skills, interests, and stage of career development.

3.1 Faculty service effort

The assignment of faculty service effort will occur in consultation with the Department Head. Initial service assignments will be based on the needs of the department and the individual faculty member's interests and career goals. Temporary changes in faculty service assignments may be necessitated by faculty departures or illness or special project needs that may occur throughout the year. Short-term reassignment of service effort will occur in consultation with the impacted faculty member and the Department Head and will be documented at the time of annual evaluation. Long-term changes to faculty service effort may be initiated by the Department Head in response to evolving needs or these may be initiated by the faculty member in response to significant changes in interests, engagement in professional organizations or stage of career development. Lasting changes in service effort will occur in consultation with the Department Head at the time of annual evaluation.

Category	% Effort	
DIRECTED SERVICE	**>20%**	**≤20%**
Leadership of a fee-for-service unit in the department or college	**Yes**	**No**
NON-DIRECTED SERVICE	**≤20%**	
Service on an Editorial Board	X	
Service on grant review panels	X	
Ad hoc service as an manuscript reviewer	X	
Leadership or officer of a National professional organization	X	
Leadership of a University/ College/ Department Committees	X	
Membership of an University/ College/ Department Committees	X	
Delivery of continuing education to stakeholders	X	
Service on task forces, review boards and special projects	X	
Writing letters of recommendation and support	X	
Faculty mentorship	X	
Advisor to a student organization(s)	X	

It is recognized that the time committed to each component of the overall faculty service effort may vary during the course of the year based on the evolving needs of the department, college, university. Furthermore, the degree to which faculty members engage in non-directed service activities may also change over the course of the year. Opportunities for faculty to document how these considerations may have factored into their overall service effort are provided at the time of annual evaluation. However, the final determination of faculty service effort will be established by the Department Head in consultation with the faculty member at the time of appointment or annual evaluation.

The table is intended to serve as a guide for establishing the assignment of faculty effort to service across the department. It is anticipated that only Directed Service appointments will constitute more than 20% of a faculty members overall academic appointment. Assignment of effort to non-directed service activities is expected to comprise less than 20% of a faculty members overall appointment. Non-directed service appointments will not be based on any single category but will be weighted according to the factors listed above and the anticipated time commitment that faculty member expects to devote to each component of his/her service appointment.

3.2 Examples of directed service

a. Leadership of a fee-for-service unit in the department or college. Specific examples include management of the analytical chemistry laboratory and/or toxicology laboratory.

3.3 Measurable examples of effectiveness in directed service

a. Number of cases coordinated in the KSVDL and/or number of samples analyzed on a fee-for-services basis.
b. Revenue generated by a fee-for-service laboratory
c. Number of telephone consultations and in-person case investigations conducted with stakeholders in conducting directed service responsibilities.

3.4 Examples of non-directed service

a. Leadership of a national or international professional organization
b. Officer in a national or international professional organization
c. Program, division, or area Chair of a national meeting
d. Service on institutional, state or national commissions, task forces, committees or boards
e. Consultation with state, national or international governmental offices
f. Attraction of significant external development support
g. Evidence of leadership and outstanding contributions on university, college and department committees and task force
h. Delivery of continuing education (CE) to industry, veterinary practitioners and client groups
i. Provide peer-review of manuscripts for leading journals in the field of expertise
j. Service of grant review panels for a funding agency
k. Editorship of journal
l. Board of editors of journal(s)

3.5 Measurable examples of effectiveness in non-directed service

a. Number of times the faculty member served as a reviewer for a funding agency in the past year.
b. Number of manuscripts for which the faculty member served as an editor in the last year.
c. Number of manuscripts for which the faculty member served as a peer reviewer in the last year.
d. Hours of continuing education (CE) delivered to industry, veterinary practitioners and client groups
e. Officer, program, or area Chair in regional professional organizations
f. Service on university, college and department committees and task forces
g. Contribution to external development efforts
h. Advisor to student organizations
i. Publications of importance to the college with a local, regional or national distribution
j. *Ad hoc* reviewer for major refereed journals
k. Consultant to industry

l. Editor of published conference proceedings
m. Invited reviewer of professional books
n. Writing letters of recommendation and support for students and colleagues
o. Mentorship of faculty (See Section 5)
p. Significant self-development activities leading to enhanced service proficiency and effectiveness

4. Administration

Administrative appointments are those that directly impact the day-to-day management and operation of the Department of Anatomy and Physiology and the department graduate program. These appointments include the Department Head, Associate Department Head and the Graduate Program Director (GPD) for the PhD program in Anatomy and Physiology.

The Department Head will serve at the pleasure of the Dean of the College of Veterinary Medicine and will be evaluated annually (Section C43 of the Faculty Handbook). The Department Head will also be subject to a 5-year comprehensive review in accordance with Section C159 of the Faculty Handbook. The responsibilities of the Department Head are outlined in the Department/Unit Head Manual (For Faculty and Unclassified Professionals) on the office of the Provost and Executive Vice-President website.

The Associate Department Head will be appointed by the Dean upon the recommendation of the Department Head and will serve a 5-year term. The Associate Department Head will be eligible for renewal of the administrative assignment based on satisfactory evaluations and performance. Examples of the responsibilities of the Associate Department Head include, but are not limited to, the following activities:

a. Serve as Chair of the Department probationary, promotion, tenure and post-tenure review committees
b. Prepare reports documenting the outcome of the faculty discussions pertaining to probationary, promotion, tenure and post-tenure reviews
c. Facilitate and coordinate in-person or electronic votes on important department issues including promotion and tenure
d. Participate in department administrative meetings
e. Assist the Department Head in conducting administrative reviews of faculty teaching effectiveness
f. Serve as Acting Department Head when the Department Head is absent due to out-of-office commitments, illness, family emergency or vacation
g. Chair the Department Advisory Committee
h. Represent the Department at University and College functions when the Department Head is unable to do so.
i. Participate in activities related to AVMA accreditation of the DVM program

The Graduate Program Director (GPD) for the PhD program in Anatomy and Physiology will be appointed by the Dean upon the recommendation of the Department Head. The Department Head's recommendation will be informed by the results of election by the Anatomy and Physiology Graduate Faculty. The GPD will serve a 6-year, administrative assignment. Based on satisfactory evaluations and performance, the GPD will be eligible for one additional 6-year term renewal. The responsibilities of the GPD include, but are not limited to, the following activities:

a. Chair of the Department Graduate Studies committee;
b. Administer the Anatomy and Physiology Graduate Assistantship Program (APGAP);

c. Serve as the primary point of contact for prospective and incoming PhD students prior to the assignment of a faculty mentor;
d. Review and make recommendations regarding the admission, performance, progress and dismissal of students from the department PhD program in consultation with the Department Head, graduate faculty, and the Graduate School;
e. Maintain statistics regarding the admission, performance, progress, graduation and placement rates of students enrolled in the department PhD program;
f. Prepare annual and Board of Regents reports documenting the admission, performance, progress, graduation and placement rates of students enrolled in the department PhD program;
g. Serve as the primary interface between the Department and the Graduate School;
h. Facilitate and coordinate in-person or electronic votes on matters pertaining to graduate education in the department;
i. Coordinate department graduate student recruiting activities including representing the department at recruiting events and interfacing with IT to ensure the website is maintained and updated;
j. Ensure compliance with University, CVM, and Graduate School policies regarding graduate student education in the Department Program.

5. Department Mentorship Program

5.1 Mentorship expectations

A mentor should have sufficient experience and expertise, and therefore should be a tenured faculty member. A mentor may be from other departments in the university. In order for a mentor to be successful, the mentor should know mentee's expectations from administration (i.e., resources from department, expectations of mentee, and appointment details of mentee: research, teaching, service). The mentor should seek to provide information and guidance that will improve the mentee's performance and subsequently enhance overall departmental performance.

Mentors and mentees are expected be in contact regularly, estimated every 2-4 weeks during the first 3-6 months of appointment, then as appropriate as determined by the mentor, mentee and Department Head.

5.2 Selection of a mentor

a. Initial 3-6 months – a mentor is identified for the early career faculty member. A search committee member would be an ideal resource for this initial mentor to be appointed by the Department Head. This is temporary with the expectation that the mentor - mentee relationship will be re-evaluated to see if a more appropriate mentor could be identified. This initial mentor could be retained or replaced after 3-6 months.

    1. Some of the items the initial mentor will discuss (as appropriate) include:

        - IACUC – introduction to Comparative Medicine Group (CMG) members, procedures, policies and tips for successful IACUC submission
        - Resources in the college/university such as the core facilities, CMG
        - Discussion of appropriate time commitments
        - Teaching resources such as Canvas, IT support, Testing Center (Student Services Coordinator), TEVALs, peer evaluations

- Lab safety procedures, policies and implementation
- Community resources, activities, school systems
- Additional items included in the 3-6 months through tenure review (below)

b. 3-6 months through tenure review (or 6 complete years for clinical track faculty)

1. The mentor is identified by the mentee on agreement by the mentor, mentee and the Department Head. The Department Head approaches the mentor, assesses feasibility, and facilitates assignment of mentor to mentee.
2. The mentor may be changed as the research or teaching direction of the mentee evolves.
3. A mentor is expected for the mentee through the tenure review.
4. In addition to the items covered during the initial 6-month mentorship, other items that may be discussed include:
    - Ideas for research projects, collaborations and grant submissions
    - Grant review
    - Tips, suggestions and ideas to enhance teaching and learning such as:
        - Research resources
        - Educational seminars
        - Introduction to the lecture halls and equipment
        - Exam question writing skills
        - Benefits and limitations of recording presentations
        - PowerPoint suggestions such as:
            - Appropriate slide layout
            - 24-point minimum font size
            - For notes, light slide background

5.3 Additional mentoring resources available for early career faculty members

a. Annual performance evaluations provide the perspective of the department, and can serve as another means of providing feedback to mentor/mentee teams.

b. Other available resources for mentorship:

1. Faculty members
2. Department Head
3. Assistant Department Head
4. Associate Dean of Research
5. Associate Dean of Academic Affairs
6.

C. POSITIONS THAT SUPPORT THE MISSIONS OF THE DEPARTMENT

1. Research Assistant and Assistant Scientist

Research Assistants and Assistant Scientists possess unique skill sets that are critical to the ongoing success of the research mission within the department. The skill sets may be particularly valuable to

an ongoing investigation or they may be associated with a shared resource or core facility that requires a dedicated expert. Typically, persons in these positions are supervised by a laboratory director within the department. Thus, the performance expectations will be determined by the supervising individual in consultation with the Department Head. Regularly appointed Research Assistants and Assistant Scientists are covered by the *University Handbook*.

2. Instructor

Instructors have responsibilities for the education of professional and graduate students in the classroom and in the teaching laboratory. An instructor appointed on a regular appointment is a member of the general faculty and is afforded all perquisites accorded to the general faculty, including Notice of Non-Reappointment (*University Handbook*, Appendix A), with the exception that years of service on a regular appointment will not be credited toward tenure. An effective instructor on a regular appointment may not be denied a continuing appointment in order to avoid granting benefits (*University Handbook*, Section C12).

3. Tenure-track faculty

3.1 Assistant Professor

An Assistant Professor places primary emphasis on developing competence in instruction and establishing a productive pattern of seeking and securing extramural funding and conducting research that results in the creation and dissemination of knowledge through publication in peer-reviewed academic journals. Promotion to Associate Professor will be based on evaluation of performance in assigned responsibilities in instruction, research and service (See Section B).

3.2 Associate Professor

An Associate Professor continues to develop competence in instruction and research. For those with major service roles (Section B3), continued excellence in service contributions is expected, along with the development of leadership in the individual's specialty area. Associate Professors are expected to exhibit increased contributions and effectiveness in two or more of the dimensions of instruction, research and service. Associate Professors aspiring to professorship must combine excellence in instruction and service contributions with a research and publication record demonstrating innovation, impact, and contributions that advance their field as judged by peers and external scholars.

3.3 Professor

Continued excellence and national recognition in at least two of the three dimensions of instruction, research, and service are required. Innovation and impact can be manifested in a variety of ways, such as continued major contributions to the body of knowledge; contribution to the development of junior faculty; leadership in one or more of the areas of service; and leadership in one or more of the areas of instruction. While there will likely be great heterogeneity in the nature of contributions of Professors, excellence in several areas is expected. Merit compensation will be the primary extrinsic means of recognizing such excellence.

4. Research faculty

Research faculty rank is assigned as defined below, and in accordance with university policies. Faculty appointed to these positions should have credentials appropriate to the discipline. The distribution of effort for research track faculty consists of 80% to 100% of the appointment devoted to research. Recommendations for appointment are made by the Department Head according to the

guidelines and procedures described in the *University Handbook*. Research faculty on regular appointments receive one-year, annually renewable, appointments.

Reappointment is contingent on a variety of factors. Submission and funding of extramural research support, publication of research findings in peer reviewed journals, service to the department, college and university, commensurate with rank, are considered during the review process.

Rank	Term of appointment (renewable)	Appointment criteria
Research Assistant Professor	1 year	Provide quality contributions to the department's research mission
Research Associate Professor	1 year	As above, with excellence in the department's research mission
Research Professor	1 year	As above, with sustained excellence in the department's research mission, and dedication to continued professional development

Examples of additional credentials supportive of reappointment include:

- Attainment of additional credentials during the review period (e.g. board certification, an advanced degree, completion of a certificate program, additional formal training) contributing to service and teaching missions,
- collaboration in research,
- national or international recognition for excellence in research,
- exceptional contributions to service,
- additional formal training contributing to research missions.

As appropriate, notice of non-reappointment is given as described in the *University Handbook* (Appendix A: Standards for Notice of Non-Reappointment).

4.1 Research Assistant Professor

Candidates must be qualified to provide quality contributions to the department's research mission. Annual evaluation includes the same requirements and assessments as tenure track faculty with the exception that components specifically relating to teaching and service are not required for review unless a component of the faculty member's appointment. Faculty members above the rank of Assistant Professor or Clinical Assistant Professor, advise the Department Head through a vote on the reappointment of a candidate. Research Assistant Professors are expected to submit extramural grant applications and publish research findings in peer reviewed journals.

4.2 Research Associate Professor

Faculty members appointed or promoted to Research Associate Professor must demonstrate

excellence in the department's research mission. Recognition of exceptional research by peers, students, and administration is a consideration for promotion to Research Associate Professor. It is anticipated that a portion of previous annual evaluations as a Research Assistant Professor will "Exceed Expectations," for faculty promoted to Research Associate Professor. Sustained extramurally funded research as a Research Assistant Professor is an expectation for candidates considered for promotion. Annual evaluation includes the same requirements and assessments as tenure track faculty, with the exception that components specifically relating to teaching and service are not required for review unless a component of the faculty member's appointment. Faculty members above the rank of Associate Professor or Clinical Associate Professor advise the Department Head through a vote on the reappointment of a candidate.

4.3 Research Professor

Faculty members appointed or promoted to Research Professor must demonstrate sustained excellence in the department's research mission and dedication to continued professional development. Sustained recognition by peers, students, and administration in exceptional research and service are important considerations for promotion to Research Professor. It is anticipated that a portion of previous annual evaluations as a Research Associate Professor will "Exceed Expectations," for faculty promoted to Research Professor. Sustained extramural funded research as a Research Associate Professor is an expectation for candidates considered for promotion. Annual evaluation includes the same requirements and assessments as tenure track faculty with the exception that components specifically relating to teaching and service are not required for review unless a component of the faculty member's appointment. Faculty members advise the Department Head through a vote on the reappointment of a candidate. Research Professors on regular appointment are eligible for consideration of the Professorial Performance Award after 6 years in rank (*University Handbook,* Section C49).

5. Clinical faculty

The primary responsibilities of faculty on clinical track appointments are teaching and service within the College of Veterinary Medicine. The distribution of effort for clinical track faculty consists of a 60% to 100% appointment devoted to service and teaching. A clinical track faculty member at any rank and classified as a regular appointment is a member of the general faculty. Although years of service are not counted toward tenure, a clinical track faculty member at any rank and on a regular appointment is afforded all other perquisites accorded to the general faculty (*University Handbook*, Section C12.2).

Clinical track faculty receive renewable appointments as shown on the following table:

Rank	Term of appointment (renewable)	Appointment criteria
Clinical Assistant Professor	1 year	Provide quality contributions to the department's service and teaching missions
Clinical Associate Professor	3 years	All of above, with continued recognition of exceptional service and teaching
Clinical Professor	5 years	All of above, with sustained excellence in the department's service and teaching missions, and dedication to continued professional development

Faculty appointed to these positions should have credentials appropriate to the discipline. Recommendations for appointment are made by the Department Head according to the guidelines and procedures described in the *University Handbook*.

Reappointment of clinical track faculty is supported by evidence of continued professional development, such as:

- attainment of additional credentials during the review period (e.g. board certification, an advanced degree, completion of a certificate program, additional formal training) contributing to service and teaching missions,
- publication of teaching material or service publications,
- collaboration in research,
- national or international recognition for excellence in teaching or service.

In accordance with university policies, clinical track faculty rank is assigned as follows:

5.1 Clinical Assistant Professor

Candidates must be qualified to provide quality contributions to the department's service and teaching missions. During the annual review process, the appointing administrator discusses progress towards promotion. Annual evaluation includes the same requirements as tenure track faculty, with the exception that components specifically relating to research are not required for review.

5.2 Clinical Associate Professor

The most important consideration for promotion to Clinical Associate Professor is continued recognition of exceptional service and teaching by peers, students, and administration. For attaining this rank, a portion of previous annual evaluations as a Clinical Assistant Professor should "Exceed Expectations."

5.3 Clinical Professor

Faculty members appointed or promoted to Clinical Professor must demonstrate sustained

excellence in the department's service and teaching missions and dedication to continued professional development. Sustained recognition by peers, students, and administration in exceptional service and teaching are important considerations for promotion to Clinical Professor. It is anticipated that a portion of previous annual evaluations as a Clinical Associate Professor will "Exceed Expectations," for faculty promoted to Clinical Professor. Clinical Professors are eligible for consideration of the Professorial Performance Award after 6 years in rank (*University Handbook,* Section C49.1).

5.4 Reappointment of multiyear contracts

Reappointment of clinical track faculty for 3- and 5-year periods is based on a mandatory review during the penultimate year of appointment. All reviews for reappointment of multi-year contracts require submission of a dossier documenting performance in the areas reflected in service and teaching effort for the preceding contract years (see *Department of Anatomy and Physiology Governance Documents*, Section D5.2 for specific materials). Letters from external evaluators are optional. The review of Clinical Associate Professors consists of evaluation and vote by faculty at or above Associate or Clinical Associate Professor. Recommendation for reappointment of Clinical Professors is determined by vote of faculty at or above Professor or Clinical Professor.

Withdrawal from the mandatory review for reappointment during the final probationary year indicates reappointment will not be granted. Evaluation for promotion may or may not take place in the same cycle as the review for 3-year reappointment. Professorial Performance Awards may be considered for clinical-track Professors during a reappointment year or between reappointment contracts (Appendix 6) after 6 years in rank.

6. Interdisciplinary appointments

Faculty with interdisciplinary appointments contribute to the teaching, research and service mission of two or more Colleges and/or Departments at Kansas State University. In accordance with Sections C24 and C116 of the *University Handbook*, it is anticipated that the tenure-home for interdisciplinary faculty will be the department where they hold the majority (>50%) of their professional appointment. Interdisciplinary appointments for faculty that hold more than 50% of their professional appointment in the Department of Anatomy and Physiology will be evaluated, promoted and tenured as described in Section D5.6 of this document. Interdisciplinary faculty with less than 50% appointment in the Department of Anatomy and Physiology are expected to comply with the guidelines for evaluation, promotion and tenure in the department in which they hold a majority appointment.

For the purposes of evaluation, promotion and tenure, the Department Head of the tenure-home of the interdisciplinary faculty member will solicit input from the Department Head of Anatomy and Physiology. Although there is no formal expectation for annual evaluation for interdisciplinary faculty (<50% appointment) in the Department of Anatomy and Physiology, faculty will be provided an opportunity to document their activities and meet with the Department Head to discuss faculty performance, expectations and goals at the time of annual evaluation. In cases where the majority appointment is held outside of A&P, interdisciplinary faculty are entitled to all perquisites accorded to Anatomy and Physiology faculty with the exception of voting on departmental and college matters including promotion and tenure (**Section C9, Faculty Activities**).

7. Adjunct appointments

Adjunct appointments are made for the benefit of the university to allow people from outside the university to contribute to its academic program (*University Handbook,* Section C25). An application

for an Adjunct Appointment can be initiated at any time during the academic year by nomination from any tenure, research or clinical track faculty member with greater than a 50% appointment in the Department of Anatomy and Physiology. An application for Adjunct Faculty Status will include:

a. A copy of the candidate's current Curriculum Vitae
b. A letter of support from the nominating A&P faculty member highlighting the credentials of the candidate and the expected contributions they will make to benefit the university
c. A detailed description and timeline of the proposed departmental activities in which the adjunct faculty member will be engaged and the anticipated outcome of these interactions. This may include (1) the development and delivery of new teaching materials; (2) the submission of grant proposals; (3) collaboration on a research project or manuscript; (4) participation in graduate student training;, and (5) the development and delivery of novel contributions to directed service.

Upon receiving the complete application, the Department Head will review the materials to ensure that the appointment complies with Section C25 of the *University Handbook.* To assist in making this determination, the Department Head may recommend that the candidate deliver a department seminar to familiarize the faculty with the proposed individual's credentials and expertise. If the appointment is judged to benefit either the teaching, research or service missions of the university, the application materials will be made available to the members of the department to review. Prior to appointment, a majority of the department faculty members must find the individual acceptable as an adjunct faculty member. Thereafter, the Department Head will initiate a recommendation for an adjunct appointment at the faculty rank commensurate with the individual's qualifications. Final approval of the Dean of the College of Veterinary Medicine and the Provost is required before the appointment is finalized.

An Adjunct appointment is a one-year term. Adjunct faculty may be reappointed for up to 5 years contingent upon the sponsoring faculty member demonstrating the ongoing benefits for the institution to continue the appointment. To be reappointed after 5 years, the candidate must be re-nominated and approved by the process outlined above.

8. Ancillary appointments

Ancillary appointments are made for the benefit of a department to allow faculty from other university departments to contribute to its academic programs. The procedures for making ancillary appointments are detailed in Section C27 of the *University Handbook.* An ancillary appointment is a 5-year term and is contingent upon a continuing regular faculty appointment. To be reappointed, the candidate must be re-nominated and approved by the process outlined in Section C27.1 of the *University Handbook.*

9. Faculty activities

Faculty members are governed by the policies applicable to other university faculty holding regular appointments, as outlined by the Kansas State *University Handbook* and the Kansas Board of Regents. Faculty activities for tenure, research, and clinical track faculty as well as Interdisciplinary, Adjunct and Instructor Appointments are summarized in the following table.

Activity	**Tenure track**	**Research track[6]**	**Clinical track[7]**	**Interdisciplinary (<50% A&P)[8]**	**Adjunct/ Ancillary Faculty[9]**	**Instructor[10]**
Participation in faculty governance[1]	yes	yes	yes	yes	no	yes
Annual Evaluation in A&P	yes	yes	yes	no	no	yes
Voting on departmental and college matters	yes	yes[2]	yes[2]	no	no	yes
Voting on tenure (only tenured faculty)	yes	no	no	no	no	no
Eligibility for service on department, college and University committees	yes	yes[2]	yes[2]	yes	no	yes
Eligibility to submit grant applications and direct research as principal investigators[3]	yes	yes	yes	yes	no	no
Graduate faculty status-eligiblity[4]	yes	yes	yes	yes	yes	yes
May coordinate CVM courses	yes	yes	yes	yes	no	yes
Eligibility for sabbatical leave[5]	yes	yes	yes	yes	no	no
Tenure-eligibility	yes	no[6]	no[7]	Not in A&P[8]	no	no

[1] Faculty governance is defined by the Department of Anatomy and Physiology, College of Veterinary

Medicine, and the Kansas Board of Regents

[2] Unless policies limit membership to tenure-track faculty

[3] See *Pre-Awards Policy and Procedures Manual* .060

[4] Graduate faculty status allows faculty to serve as major Professor, graduate committee member, and course coordinator for graduate-level courses (see *Graduate Handbook*, Chapter 5, Section C)

[5] See *University Handbook*, Section E2

[6] See *University Handbook*, Section C12.1

[7] See *University Handbook*, Section C12.2

[8] See *University Handbook*, Section C24 and C116. For the purpose of this table, interdisciplinary faculty refers to faculty holding <50% appointment in Anatomy and Physiology

[9] See *University Handbook*, Section C25

[10] See *University Handbook*, Section C11

10. Department committees

Committee service is critical to the shared governance of the department. All department faculty will be assigned to serve on at least one department committee at the time of appointment. Initial department committee assignments will be aligned with faculty teaching, research and service appointments and in accordance with the needs of the department and the faculty member's interests. Committees will elect a Chair and will meet at least once a semester. The Committee Chair will document and provide brief minutes to the Department Head and will report on committee activities at the Department Faculty Meetings. The responsibilities of the department committees include, but are not limited to, the following activities:

Research Committee: The department Research Committee will be comprised of faculty with > 50% research appointment in the department. This committee will solicit and review nominations from the department faculty for the Clarenburg Lecture and select a speaker. The Research Committee with also solicit nominations from the faculty for the Department Seminar Series and will review, select and schedule speakers. The Research Committee will serve in an advisory capacity to the Department Head on strategies to increase the competitiveness of A&P faculty in securing extramural grant funding and to advance the overall research mission in the department.

Teaching and Curriculum (T&C) Committee: The department T&C Committee will be comprised of the course coordinators and faculty with > 50% instructional appointment in the department. The T&C Committee will serve as the liaison between the instructional faculty in the department and the College curriculum committee and will review and approve new and revised A&P courses. In consultation with the Department Head, the T&C Committee will also assign teaching faculty in the department to their Instructional Mentorship groups and will provide oversight to the operation of these groups. The teaching committee will also serve in an advisory capacity to the Department Head on strategies to enhance student learning, success and evaluation and to advance the overall teaching mission in the department. This includes proposing seminar speakers to speak on advances and innovations in teaching and learning.

Graduate Studies Committee: The Graduate Studies Committee will be comprised of an elected Chair and elected graduate faculty in the department, who together will provide oversight to the Graduate Program in Anatomy and Physiology according to the Constitution and Bylaws. Specifically, this committee will be responsible to reviewing and admitting applicants to the

department PhD program and conducting annual evaluations of doctoral students enrolled in the program.

Department Advisory Committee: The department advisor committee will be comprised of senior faculty (typically Full Professors) in the department under the leadership of the Associate Department Head. The advisory committee will assign junior faculty to mentors according to Section B5 of this document and will provide oversight to these groups. Members will also serve in an advisory capacity to the Department Head on matters pertaining to strategic planning, conflict resolution, department governance, violations of department policies and disciplinary actions.

D. ADVANCEMENT CRITERIA

1. Timelines for advancement

Rank	Milestone	Calendar Year						
		0[a]	1	2	3	4	5	6
Tenure Track								
Assistant Professor	Appointment[a]	X						
	Reappointment		X	X	X	X	X	X
	Mid-probationary Review[b]				X			
	Prepare & submit P&T documents						X	
	Tenure[c]							X
	Promotion[e]							X
Untenured Associate Professor	Appointment[a]	X						
	Reappointment		X	X	X	X	X	
	Mid-probationary Review[b]				X			
	Prepare & submit P&T documents					X		
	Tenure[c]						X	
Tenured Associate Professor	Appointment	X						
	Promotion[e] <u>OR</u>							X
	Post-tenure Review[d]							X
Professor	Appointment	X						
	Professorial Performance Award[f] <u>OR</u>							X
	Post-tenure Review[d]							X
Research Track								
Assistant Associate Full Professor	Appointment/ Promotion	X						
	Reappointment		X	X	X	X	X	X

Rank	Milestone	Calendar Year						
		0[a]	1	2	3	4	5	6
Clinical Track								
Assistant Professor	**Appointment**	X						
	Reappointment		X	X	X	X	X	X
Associate Professor	**Appointment[e]**	X						
	Reappointment				X			X
Professor	**Appointment[e]**	X						
	Reappointment						X	
	Professorial Performance Award[f]							X

[a]**Tenure clock:** The start of the tenure period will be established in consultation with the Department Head at the time of appointment. Typically, the tenure period will commence in the same calendar year for appointments that start before October 1, or the following calendar year for appointments that start after October 1. The start of the tenure period will be stipulated in the signed Letter of Offer. Under certain circumstances, faculty members on probationary, tenure-track positions may request a one-year delay of the tenure clock (see Section C83 of the *University Handbook*). These include (1) to provide childcare of a child 5 years of age or younger (Section C83.1); (2) for a serious health condition, or to provide care for an immediate family member with a serious health condition (Section C83.2); or (3) when, for programmatic reasons, there is a substantial change in the probationary faculty member's assigned area(s) of responsibilities (Section C83.3). A delay of the tenure clock during the probationary period is limited to two 1-year delays (Section C83.6).

[b]**Mid-probationary Review (MPR)** (*University Handbook*, Section C92)**:** A formal review of a probationary faculty member shall take place during the third calendar year of appointment unless otherwise stated in the candidate's contract (Section C92.1). For Assistant Professors, the maximum probationary period for gaining tenure and promotion to Associate Professor consists of 6 regular annual appointments (calendar years) at KSU at a probationary rank (Section C82.2). For Associate Professor and Professor, the maximum probationary period for gaining tenure consists of 5 regular annual appointments (calendar years) at KSU at probationary ranks (C82.3).

[c]**Tenure** (*University Handbook*, Section C70–C116)**:** For Assistant Professors, decisions of tenure must be made before or during the sixth calendar year of probationary service (C82.2). Candidates not approved for tenure during the sixth calendar year of service will be notified by the appropriate Dean that the seventh calendar year of service will constitute the terminal year of appointment. For Associate Professors, decisions of tenure must be made before or during the fifth calendar year of probationary service. Candidates not approved for tenure during the fifth calendar year of service will be notified by the appropriate Dean that the sixth year of service will constitute the terminal year of appointment (C82.3).

[d]**Post-tenure Review (PTR)** (*University Handbook*, Appendix W)**:** Post-tenure review shall be conducted for tenured faculty every 6 years. The 6-year post-tenure review clock shall be further defined to mean that post-tenure review will be conducted for all tenured faculty either every 6 years, or in the sixth year following promotion or awarding of a major university performance award (PPA or University Distinguished Professor).

[e]**Promotion in Rank** (*University Handbook*, Sections C130–156)**:** Although no explicit time in rank is required for promotion, the median time for promotion at KSU has been approximately 6 years. Promotion may be granted earlier when the faculty member's cumulative performance at rank clearly meets the standards for promotion.

[f]**Professorial Performance Award (PPA)** (*University Handbook*, Section C49, and *Department of Anatomy and Physiology Governance Documents*, Section E)**:** Full Professors (either tenured or non- tenure-track) that have been in rank at KSU at least 6 years and that have demonstrated productivity and performance of a quality comparable to that which would merit promotion to Professor in at least 6 years since the last promotion or PPA.

2. Appointment and reappointment

2.1 Research Assistant and Assistant Scientist

These regular, non-faculty appointments address distinct research areas within the department. Typically, each position is supervised by a laboratory director within the department. Thus, the position description and performance expectations will be determined by the supervising individual in consultation with the Department Head. The supervising individual, on behalf of the Department Head, works with the University Division of Human Capital Services to generate the position description and to develop the screening tools used to identify qualified candidates. Further, the supervising individual is responsible for reviewing credentials and for obtaining any additional information necessary for the appointment process. The supervising individual advises the Department Head, who advances a recommendation for appointment along with supporting materials, to the Dean.

Reappointment: Subsequent contracts are extended in accordance with university policies (*University Handbook*, Sections C170.1-C171).

2.2 Instructors and all Professorial ranks

Initial contracts are issued to personnel by the provost, on either direct or indirect advice from the department faculty, the Department Head, and the Dean. The Department Head is advised on appointments by faculty members in the department.

The Department Head may appoint a search committee to assist with the process of identifying candidates for academic positions. The Department Head works with the search committee and Human Capital Services to generate the position description and to develop the screening tools for identifying qualified candidates. The Department Head is responsible for making candidates' files and other pertinent information available to the search committee members.

Instructors: Faculty members review candidate files and advise the Department Head by providing written comments in a timely fashion. After the comment period is closed and all

comments are reviewed, the Department Head provides a written recommendation to the Dean, along with the candidate's complete file. Initial contracts are extended in accordance with university policies (*University Handbook*, Section C12).

Reappointment: Subsequent contracts applicable to regular instructors are extended in accordance with university policies (*University Handbook*, Sections C60-C66).

All Professorial ranks: After review of candidate files and additional screening, appointments at the rank of Assistant Professor, Associate Professor and Professor, in research, clinical, and tenure tracks, proceed as follows:

- The faculty vote on the appointment of a candidate. Only faculty members of equal or higher academic rank than the position being filled are eligible to vote. Detailed procedures for dossier review and faculty vote follow this section.
- The Department Head receives the results of the faculty vote, then provides the Dean with a written recommendation, an accompanying explanation, the candidate's complete file, the numerical results of the vote, and any unedited written comments from faculty members.
- The Dean provides a recommendation, along with all appropriate supporting materials, to the provost. Initial contracts for research track faculty and clinical track faculty are extended in accordance with university policies (*University Handbook*, Sections C12.1 and C12.2).

Procedure for dossier review and faculty vote: The Department Head provides all eligible faculty members access to the file(s) of the leading candidate(s). A faculty meeting may be called to discuss the qualifications of the candidate(s) prior to casting a vote to prioritize the candidates and to determine whether each of the preferred candidates has the support of the faculty. Voting is conducted using either written or electronic means. The ballot includes space for comments that are advisory to the Department Head. Proxy ballots are permitted by informing the Department Head in advance. The Department Head receives the numerical tally of votes along with all ballots.

Reappointment: Subsequent contracts during probationary periods are extended in accordance with university policies (*University Handbook*, Sections C50.1- C56). For the length of probationary period for Assistant Professor, Associate Professor, and Professor, refer to *University Handbook*, Sections 82.2 and 82.3.

Transfers between Clinical Track and Tenure Track Appointments: Faculty may request transfer one time from tenure track to clinical track or from clinical track to tenure track appointments (*BOR*:1-19-06). Transfer approval is determined by a vote of the department faculty of higher academic rank to the faculty member under consideration, and by recommendation of the Department Head. Final approval is determined by the Dean; refer to *University Handbook*, Section C12.6.

3. Annual review

Annual review of all individuals holding regular appointments typically are conducted early each calendar year (see **Appendix 1**). The procedures differ for non-faculty and faculty appointments, and guidelines therefore are presented separately in the following sections.

3.1 Procedures for non-faculty appointments

The supervisor and Department Head initiate annual review of Research Assistants and Assistant Scientists, and ensure all documentation is completed in a timely fashion.

- The appointee's supervisor completes an "Unclassified Professional Evaluation Form"

(Appendix 3).

- The appointee reviews the completed form and exercises the option to include written comments before both the supervisor and appointee sign the document.
- The signed form is forwarded to the Department Head, who advances a recommendation for reappointment along with appropriate supporting materials, to the Dean.

3.2 Procedures for faculty appointments

Documents completed in the annual review provide the basis for decisions regarding reappointment (*University Handbook*, Sections C50.1-C66 and C160.1-162.5) and are a portion of the information assessed during more thorough evaluations associated with mid-tenure review, promotion, tenure, and Professorial performance awards. Early-stage faculty members are encouraged to seek guidance from mentors in the preparation of these documents (see Section B.5).

Both the Department Head and the faculty member are responsible for completing all documentation and meetings in a timely fashion.

Procedures for annual review of faculty are:

- Department Head solicits updated curriculum vitae from each faculty member (see following section 3.21).
- The faculty member and Department Head summarize the documents provided by the faculty (Appendix 4; following section 3.22).
- The Department Head and faculty member set specific goals, prepare the Plan of Work (Appendix 5) and confer (details in following sections 2.23, 2.24).

3.21 Curriculum vitae: Each faculty member is required to submit current curriculum vitae highlighting accomplishments from the previous year. The style and format may be of the faculty's own choosing, keeping in mind it should be suitable for distribution to peer groups outside of Kansas State University. The following information must be included:

- Name
- Date
- Telephone numbers (office and home)
- Universities attended, degrees and dates
- Specialty board certification
- Employment record
- Professional organizations
- Honors, awards, special recognitions
- Academic committee experience
- Government and other professional experience
- Instructional activities
- Research grants, contracts, royalties, patents, license incomes
- Consultative experience
- Publications
- Presentations
- Abstracts

Inclusion of other information is optional.

3.22 Faculty evaluation summary: The faculty evaluation summary (Appendix 4) is prepared annually by the faculty member for the current year prior to Department Head review. This document provides an annual summation of faculty accomplishments in teaching, research, and service as outlined in Section B (MISSION COMPONENTS AND EVALUATION STANDARDS) of this document. Specifically the report provides an opportunity for faculty to provide a quantitative assessment of accomplishments in the past year, including number of lectures, labs, electives, student advising activities, publications, grant submissions, funding awards, service commitments and any other professional activities pertinent to the faculty member's effectiveness during the year.

The annual faculty evaluation summary is designed to evaluate progress in assigned areas of activity, to identify opportunities for professional development, and to serve as an instrument of communication between the Department Head and faculty member. The summary, comments, and ratings by the Department Head may be used to indicate performance in rank and progression toward promotion.

3.23 Plan of work: The plan of work (Appendix 5) is designed as a communication instrument for arriving at a joint understanding of duty assignments and expectations. The plan of work should include goals (the long-term achievements that the faculty member wishes to accomplish) and objectives (specific achievements that are necessary for the faculty member to reach the goal).

For example, if the stated **Goal** is to develop new course materials, the **Objectives** may be to survey students, recent graduates or clinical faculty on the need for the new course; engage in a literature review to establish the current knowledge in the field; or consult with experts in other departments or institutions that may teach a similar course. Similarly, if the stated **Goal** is to submit a competitive extramural grant proposal, the **Objectives** may be to secure intramural funding to fund the generation of preliminary data; to publish preliminary data in a high quality, peer-reviewed journal to support the specific aims of the proposal; or to travel to another institution to learn a new technique or to establish a research collaboration needed to demonstrate that the specific aims can be effectively delivered.

Goals and objectives listed in the plan of work must be **Specific**, **Measurable**, **Attainable**, **Relevant** and **Time-bound**. Objectives to be accomplished should be highlighted and resources available to accomplish the assignments identified. The plan of work can be used to formulate or identify measures that will foster progression toward promotion.

3.24 Department Head-faculty conference: The Department Head meets individually with each faculty member early in the calendar year to review that member's performance and, as appropriate, progress toward tenure and promotion. At this meeting, the Department Head's evaluation of the faculty member's performance, as reflected on the faculty evaluation summary, will be reviewed. Disagreements may be noted on the form, which is signed at that time. Faculty assignments, goals and objectives for the coming year will be discussed and agreed upon at the same meeting.

4. Faculty on probationary appointments

4.1 Annual probationary review

Faculty members on probationary appointments are evaluated annually by the tenured faculty. The Department Head makes the candidate's reappointment file available to all tenured faculty members in the department and any other eligible faculty, as determined by departmental policy (see **Appendix 1** for timeline).

The reappointment file includes a cumulative record of written recommendations and the accompanying explanations forwarded to the candidate following previous reappointment meetings, along with any written comments from relevant individuals outside the department. Any member of the eligible faculty may, prior to the submission of any recommendation to the Department Head, request the candidate meet with the eligible faculty to discuss, for purposes of clarification, the record of accomplishment submitted by the candidate.

The tenured faculty have at least 14 calendar days to review these materials before meeting with the Department Head to discuss the candidate's eligibility for reappointment and progress toward tenure. Tenured faculty members then cast their votes using either written or electronic ballots that include space for comments. Eligible faculty members unavailable at the time of voting may designate an eligible proxy by informing the Department Head in advance. The Department Head receives all ballots and recommendations. The Department Head forwards a written recommendation and accompanying explanations to the Dean, along with the candidate's complete file, including the tally of votes cast by tenured faculty members and their unedited written comments. The Department Head's written recommendation and accompanying explanations alone is made available to the candidate and becomes part of the candidate's reappointment file (*University Handbook*, Sections C50.1-56 and C35).

4.2 Mid-probationary review

A formal review of a probationary faculty member shall take place during the third calendar year of appointment unless otherwise stated in the candidate's contract (*University Handbook,* Section C92.1). The timeline for submitting documentation in support of the mid-probationary review is outlined in **Appendix 1**. Mid-probationary review provides the candidate with substantive feedback from faculty colleagues and administrators regarding his or her accomplishments relative to the department's mission, goals and objectives. A positive mid-probationary review does not insure that tenure will be granted in the future. A negative review does not necessarily mean that tenure will be denied, except when notice of non-reappointment is given (*University Handbook*, Appendix A).

Procedures for the mid-probationary review resemble those used for the tenure review (see Section 5). The candidate's file includes materials described in Section 5.2. The Department Head is advised by the tenured faculty and in addition may constitute a committee of tenured faculty to conduct a thorough, systematic review of the candidate's credentials. The Department Head and/or the committee may solicit information from students, from other faculty members, or from peers outside the university. The committee reports their observations to the Department Head with the expectation that these observations are shared with all qualified faculty members in the department.

The Department Head is responsible for making the candidate's file available to the tenured faculty. The tenured faculty have at least 14 calendar days prior to convening to discuss the candidate's credentials and progress toward tenure. Subsequent to this discussion, tenured faculty members cast a vote using either a written or electronic ballot that includes space for comments and suggestions. Eligible faculty members unavailable at the time of balloting may designate an eligible proxy by informing the Department Head in advance. The tally of this vote along with all ballots and comments are conveyed to the Department Head.

The Department Head meets with the candidate to provide the candidate with a letter of advisement that includes a summary of faculty comments and suggestions. After receiving the assessment, the

candidate has the right to submit a written response for the file. A copy of the letter of advisement is forwarded to the Dean along with the faculty member's file (*University Handbook*, Sections C92.1-C92.3 and C35).

Research Assistant Professors and clinical Assistant Professors may request, and the department may provide, a similar review in their third year with the goal of determining whether the candidate is progressing toward promotion. All faculty of higher academic rank than the candidate participate in this review process as specified above.

5. Tenure and/or promotion

For Assistant Professors, decisions of tenure must be made before or during the sixth calendar year of probationary service (*University Handbook*, Section C82.2). For Associate Professors, decisions of tenure must be made before or during the fifth calendar year of probationary service. The timeline for submitting documentation in support of promotion and tenure is outlined in **Appendix 1**. Individuals recommended for promotion and/or tenure are expected to earn the rank in accordance with the department's and the university's guidelines. Personal qualities, professional knowledge, competence, and standards of professional integrity are important factors. The individual must have the promise of maintaining a high level of productivity and scholarly activity.

The basic questions to be satisfied when the record is reviewed prior to the granting of promotion and/or tenure are:

- Has the candidate demonstrated a high level of achievement and competence based on their distribution of effort for the position under consideration?
- Has the candidate demonstrated the potential to continue to make innovative and impactful contributions to advancing the body of knowledge in their discipline after promotion and/or tenure is granted?
- Is this an individual whose personal qualities, professional knowledge, and standards of professional integrity measure up to the level desired for the department and College of Veterinary Medicine?

Tenure and promotion usually are linked for persons hired as tenure -eligible Assistant Professors. Thus, a recommendation for early promotion typically is coupled with a recommendation for early tenure and vice versa.

If it becomes clear at any time during the probationary period that a person will not qualify for tenure, the appointment will be terminated (*University Handbook*, Sections C160.2 and C162.3, and Appendix A).

After consulting with the candidate, the Department Head initiates the Promotion and/or tenure process by notifying the eligible departmental voting faculty (Section 5.1). The Department Head is responsible for reviewing all persons eligible for tenure and/or promotion, and obtaining input from the voting faculty before providing tenure and/or promotion recommendations to the Dean.

5.1 Departmental tenure and promotion committee

Only tenured faculty members may vote on recommendations for tenure. Only faculty members with higher rank than the candidate may vote on recommendations for promotion. All faculty votes

and input are advisory to the Department Head.

5.2 Dossier of materials for tenure and/or promotion review

5.2.1 Materials from the candidate: Candidates for tenure and/or promotion submit a dossier containing the following materials (*University Handbook*, Section C111):

- a current curriculum vitae
- a representative sample of publications
- documentation of awards, honors, appointments
- documentation of service contributions
- documentation of teaching innovation, teaching effectiveness, and other materials relevant to excellence and effectiveness in instruction

5.2.2 Materials from the Department Head: The Department Head adds the following materials to candidate files:

- a minimum of four letters of evaluation from nationally respected extramural scholars who are qualified to comment on the candidate's scholarly activities (Section 5.3)
- other useful letters of evaluation
- copies of the most recent annual Faculty Evaluation Summaries
- additional documentation required by the university to complete the file

5.2.3 Report from appointed sub-committee: The Department Head may constitute a sub-committee of qualified faculty to review the incumbent's credentials thoroughly and systematically. The committee reports their observations to the Department Head with the following expectations:

- the report is shared with all qualified faculty members in the department as a portion of the materials to be reviewed
- the report becomes a part of the dossier.

5.3 Outside letters of evaluation

Letters of evaluation from scholars outside the department with recognized distinction in the candidate's field of specialization are required in cases of tenure or promotion, as they critically inform assessment of research capability. At least half of the letters should be solicited from persons on a list submitted by the candidate, assuming the candidate chooses to supply such a list. Unless the candidate's list preempts all qualified persons, the Department Head may designate independently two or more referees. Candidate-designated referees should be identified in the dossier.

The value of outside letters depends on the choice of appropriate persons who are discriminating judges, and who are familiar with the candidate's work or agree to evaluate it. Letters from the candidate's major Professor or the candidate's graduate student colleagues are to be avoided. Outside referees should be asked to comment on the candidate's research and other creative work. Where appropriate, referees may be asked to comment on teaching and service abilities (*University*

Handbook, Sections C36.1, C36.2, and C112.2). The timeline for soliciting external letters of recommendation is outlined in Appendix 1.

5.4 Departmental review

The specific timeline for conducting the departmental review is outlined in Appendix 1. The Department Head reviews all persons for eligibility for tenure and/or promotion, and then convenes the departmental voting faculty to discuss the qualifications of the candidate, with one member designated by the Department Head as the Chairperson of the group. Faculty members are provided with the dossier (Section 5.2) at least 14 calendar days prior to this meeting. Subsequent to the discussion, each eligible faculty member casts a vote using either a written or electronic ballot that includes space for comments advisory to the Department Head. Eligible faculty members that are unavailable at the time of balloting may designate an eligible proxy by informing the Department Head in advance. Faculty recommendations relative to tenure and/or promotion along with all ballots are conveyed to the Department Head by the group Chairperson.

The Department Head is responsible for conveying the departmental recommendation concerning tenure and/or promotion to the Dean. If the recommendation of the voting faculty is at variance with the recommendation of the Department Head, both recommendations should be forwarded as clearly reasoned recommendations for or against tenure and/or promotion. The group Chairperson is tasked with composing the faculty recommendation when required. The Department Head also notifies the candidate of the departmental decision regarding tenure and/or promotion at this time (*University Handbook*, Section C112.1).

The dossier of materials for tenure and/or promotion review (Section D5.2) is forwarded to the Dean, together with the departmental recommendation on tenure and/or promotion, and any other forms required by the college and university administration according to guidelines and schedules issued annually by the university.

5.5 College review

The department's review of tenure and promotion applications is followed by a college review process. Comments and recommendations resulting from the college review are forwarded to the Dean of the College of Veterinary Medicine, who then forwards the college's recommendations to the University Provost.

Any appeal process must be in accordance with the *University Handbook*.

5.6 Variance for interdisciplinary appointments housed in the department

There are a number of interdisciplinary 'centers' and 'institutes' in the university that focus on research topics that are either emerging as fields or that cross traditional departmental boundaries. It is anticipated that faculty in interdisciplinary programs having expertise in emerging fields may hold their primary academic appointment in the department. In these cases, it may be challenging for the Department Head and/or faculty to evaluate credentials effectively. To meet this challenge, the interdisciplinary program director plays an advisory role to the Department Head, and this is reflected in the following:

a. **Initial appointment:** If a prospective faculty member is associated with a recognized interdisciplinary program, the program director consults with the Department Head to ensure that an appointment within the department would be consistent with the department's goals and mission. The candidate's credentials are presented to the qualified faculty as defined in Section D2. The credentials may include a letter of

recommendation and/or justification from the interdisciplinary program director. The interdisciplinary program director may be present and participate in the meeting that includes the qualified department faculty members. As indicated above, in matters of appointment, department faculty members are advisory to the Department Head.

Academic appointments may be split between departments associated with the interdisciplinary program. Candidates for a primary appointment in the department must have the majority (at least 50%) of their research, teaching, and service effort allocated to the Department of Anatomy and Physiology in accordance with *University Handbook*, Section C24 and C116.

b. **Review:** Department faculty members who are associated with interdisciplinary programs will be evaluated annually using the procedures and tools described in Section D3. The interdisciplinary program director is advisory to the Department Head and may work closely with the Department Head while conducting and completing the annual review.

c. **Mid-probationary Review, Tenure, and Promotion:** Department faculty members who are associated with interdisciplinary programs are evaluated for tenure and promotion using the procedures and tools described in Section D5. It is expected that additional documentation and feedback may be necessary for the Department Head and qualified department faculty members to develop an informed opinion to support these decisions. In addition to the documents listed above, the Department Head solicits a letter of evaluation from the interdisciplinary program director and at least one letter of evaluation from a tenured program faculty member from outside the department. Extramural letters of evaluation should cover topic areas that are appropriate for the interdisciplinary program. The interdisciplinary program director is advisory to the Department Head in identifying prospective extramural evaluators. The interdisciplinary program director may be present and participate in a part or all of the meeting that includes the qualified department faculty members. As indicated above, in matters of tenure and promotion, department faculty members are advisory to the Department Head.

Otherwise, the criteria and procedures for appointment, review, tenure and promotion remain the same as those outlined in preceding Sections D1-5.

5.7 Exceptions and/or criteria for research and clinical track appointments

When being evaluated for promotion, research and clinical track faculty are expected to provide documentation of service contributions, research or teaching effectiveness only to the extent to which these components are included in the appointment documents.

E. CRITERIA FOR THE PROFESSORIAL PERFORMANCE AWARD

The Professorial Performance Award rewards strong performance at the highest rank with a base salary increase in addition to that provided for by the annual evaluation process (*University Handbook*, Section C49.1). It is the responsibility of the faculty member to notify the Department Head of his/her desire to be considered for a Professorial Performance Award at the time of annual evaluation (Appendix 1).

1 Qualifying guidelines and criteria

- The candidate must be a full-time Professor and have been in rank at Kansas State University at least 6 years since the last promotion or Professorial Performance Award.
- The candidate must show evidence of sustained productivity in at least the last 6 years before the performance review.
- The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to Professor according to currently approved departmental standards.
- In the last 6 years, the candidate must have received a minimum of four annual overall assessments for faculty performance of 'High Meets' or 'Exceeds' Expectations.

2 Supporting materials that serve as the basis of judging award eligibility

- The faculty member provides each Faculty Evaluation Summary since the last promotion or Professorial Performance Award and current curriculum vitae.
- The Department Head's recommendation, contained on the Professorial Performance Award Evaluation (Appendix 6), and the candidate's current curriculum vitae are forwarded to the Dean at the same time as the annual evaluations are forwarded to the Dean.

F. MERIT COMPENSATION

Merit compensation represents an opportunity to reward short-term contributions of excellence, to recognize progress toward tenure and promotion, and to reward tenured faculty for their contributions. For non-tenured assistant and Associate Professors, the basis of merit compensation evaluations will be progress made toward tenure and/or promotion, i.e., continued development of a high-quality research and publication record, effectiveness in instruction, and high-quality service contributions. For tenured faculty, merit compensation evaluations will be based on the level of performance in at least two of the following dimensions: instruction, research, and service.

The evaluation period will be the same for all individuals in the department, with the possible exception of first year appointees and individuals who have been on leave for all or part of the year. The department's evaluation system will be based normally on performance during the 12-month period ending December 31.

It is emphasized that accumulation of "activities" does not constitute the basis for favorable merit compensation. It is the degree of excellence that is crucial to the merit compensation decision. Again, it remains for each faculty member, in consultation with the Department Head, to identify the specific contributions that will best integrate the individual's skills, interests, and goals, with the department's goals of excellence and national prominence.

G. POST-TENURE REVIEW

1 Purpose and rationale

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 faculty members throughout their careers so that they may fulfill the

mission of the university more effectively. The post-tenure review process is designed to enhance public trust in the university by ensuring that the academic community undertakes regular and rigorous efforts to hold all of its members accountable to high professional standards.

Kansas State University recognizes that the granting of tenure to university faculty is a vital protection of free inquiry and open intellectual debate. It is expressly recognized that nothing in this policy alters or amends university policies regarding removal of tenured faculty members for cause, as stipulated in the *University Handbook*. The post-tenure review policy and any actions taken under it are separate from and have no bearing on the chronic low achievement policy (see Section H) or annual evaluation policies and processes (Sections D-F).

The department policy on post tenure review follows the overarching purpose, principles, and objectives defined in the *University Handbook*, Appendix W (Section 1) and the procedures defined in that document (Section 2).

2 Review procedures

2.1 Candidates for post-tenure review

Post-tenure review of each tenured faculty member as defined by this policy is conducted every 6 years or in the sixth year following either a promotion or the awarding of a major university performance award, conforming to the timeline associated with the annual review (Section D).

The following events modify and re-set the post-tenure review clock:

a. Application for promotion to Professor;

b. Application for the Professorial Performance Award (*University Handbook*, Section C49);

c. Receipt of a substantial college, university, national or international award requiring multi-year portfolio-like documentation, such as University Distinguished Professor, University Distinguished Teaching Scholar, an endowed Chair or other national/international awards (see list of Faculty Awards at http://www.k-state.edu/provost/resources/natlawards.html).

The schedule for post-tenure review also can be delayed for one year to accommodate sabbatical leave, a major health issue, or another compelling reason, provided that both the faculty member and the Department Head approve the delay.

2.1.1 Exclusions from post-tenure review:

a. Faculty members who have announced their retirement through a written letter to the Department Head or have begun phased retirement are exempt from post-tenure review.

b. Faculty members who have been identified as not meeting minimum standards according to the policies and department procedures relating to chronic low achievement are exempt from post-tenure review. The process defined in Section H, Chronic Low Achievement, will serve in lieu of post-tenure review.

2.2 Documents

The Department Head identifies and informs candidates for post-tenure review prior to the submission of documents for annual review (see Section D2). The Department Head requests, in conjunction with materials submitted for annual review, submission of the following:

a. A brief narrative (1-2 pages). This should reflect the nature of the faculty member's appointment and outline major accomplishments and professional growth during the past 6 years.

b. Copies of faculty evaluation summaries for the past 6 years.

2.3 Reviewer responsibilities

The Department Head holds primary responsibility to conduct the post-tenure review with the assistance of an *ad hoc* review committee. The committee is appointed by the Department Head and selected from tenured faculty of equal or higher rank than the person being reviewed. The committee conducts a thorough systematic review of the submitted materials and reports their observations and conclusions to the Department Head. This report includes an assessment of whether the faculty member is demonstrating appropriate professional growth expected of their Professorial rank and whether the faculty member is making appropriate and adequate contributions to the university mission. Reasonable minimal benchmarks might include that the overall assessment on all faculty evaluation summaries for the review period were categorized as 'Meets Expectations Med' or above, and that the faculty member has demonstrated professional growth over the 6-year period. For faculty whose professional growth does not meet these criteria, a recommendation may be made by the committee for the formulation of a professional growth and development plan by the faculty member.

The Department Head reviews the submitted documents along with the committee report, summarizes all observations and meets with the faculty member to review the outcomes. This meeting may be held in conjunction with the Department Head-Faculty Conference (see Section D - 3.24). A copy of the committee's assessment and the Department Head's comments is provided to the faculty member prior to the meeting. If appropriate, the Department Head may take this opportunity to initiate a plan for professional growth and development.

The Department Head submits the outcome of the review to the Dean.

H. CHRONIC LOW ACHIEVEMENT

Chronic failure of a tenured faculty member to perform his/her professional duties constitutes evidence of "professional incompetence" and warrants consideration for "dismissal for cause" under existing university policies (*University Handbook*, Section C31.5).

1 Minimal standard for acceptable teaching

The minimal standard for acceptable teaching requires competent and committed instruction as evidenced by appropriate professional behavior. Educating students is the primary focus of the college. Faculty should present contemporary information that is effectively communicated while fostering an environment of learning. Content should be evidence-based, pertinent and applicable to the discipline. Faculty should continuously assess and revise, as appropriate, course content, objectives and methods of assessment, either directly as the course coordinator or by providing feedback to the course coordinator. Student evaluation should encompass methods to assess a student's knowledge base and ability to apply that knowledge. Faculty should be responsive to formal and informal feedback from peers, administration and students.

2 Minimal standard for research performance

The minimal standard for research performance requires the maintenance of a functional and productive research laboratory that includes publication in scientific journals appropriate for the discipline, submission of grant proposals of sufficient size to fund a line of investigation, securing extramural funding to support current and ongoing research efforts, graduate student training, and periodic research presentations at state and national scientific meetings.

3 Departmental procedures

Should the Department Head conclude for 2 consecutive years, or for 3 years within a 5-year period, that a faculty member's overall accomplishments do not meet the minimum expectations of the department, one of two options may be exercised:

a. The Department Head may recommend to the Dean that a set of corrective measures be established to help the faculty member attain success in his/her professional endeavors. These measures may include requiring the faculty member to specify a set of goals, a reasonable plan and timeline for attaining the stated goals, reassignment of responsibilities within the context of the needs of the department and the faculty member's talent, and/or establishing a mentoring relationship between the faculty member and another faculty member who provides advice and guidance. Should the Department Head choose this option, the following steps are followed:

   - The Department Head meets with the faculty member to inform him/her of the decision, and to define the corrective measures to be employed.
   - The faculty member has the right to request that additional faculty input be provided to the Department Head, to influence both the initial evaluation of the accomplishments and the set of corrective measures. The Department Head then convenes the tenured faculty and solicits additional input regarding both the evaluation and the proposed remedial activities.

b. The Department Head may recommend to the Dean that the faculty member be dismissed from employment at the university. Should this option be chosen, the following steps are followed:

   - The Department Head informs the faculty member of this decision.
   - The Department Head convenes the tenured faculty in the department and requests they examine the credentials of the faculty member being reviewed. The tenured faculty select an acting Chair for the meeting. After reviewing all appropriate documentation, the tenured faculty provide a substantive rationale, composed by the acting Chair and acknowledged as a correct reflection of the meeting by all faculty members in attendance, documenting their support, or non-support, of the Department Head's recommendation. Numerical results of a ballot including the opportunity for individual personal comments are included in the report. The faculty member being reviewed may request that the Department Head not seek this additional faculty input.
   - The Department Head forwards the tenured faculty members' recommendation, along with all the documentation used to formulate his/her recommendation, to the Dean of the College of Veterinary Medicine.
   - The Dean may then reject the recommendation or initiate activities for dismissal for cause following the procedures outlined in the *University Handbook*, Appendix M.

I. NON-RENEWAL OF CLINICAL TRACK FACULTY

Termination of clinical track faculty during the term of the appointment must be in accordance with university policies for termination of a continuous appointment. Termination is based on the department and the *University Handbook* (Sections C31.5-31.8) standards for chronic low achievement. Standards of notice of non-reappointment apply to clinical track faculty (*University Handbook*, Appendix A). Grievance procedures follow policy guidelines and procedures used for tenure-track faculty grievances (*University Handbook*, Appendix G). Clinical and tenure track faculty are subject to dismissal necessitated by university or college financial exigency (*University Handbook*, Appendix B).

J. GRIEVANCE RESOLUTION

In the event that serious disagreements arise (salary, promotion, tenure, or other employment conditions) between unclassified persons and their immediate or higher level supervisors, a process for registering and hearing grievances is delineated in the *University Handbook*, Appendix G. All efforts should be made by the aggrieved person and his/her immediate or one-level higher, supervisor to resolve the issue prior to a grievance being filed formally. An ombudsperson is available for advice, counseling, and perhaps mediation during this phase of the issue resolution.

K. CIVILITY, COLLEGIALITY AND CITIZENSHIP

A fundamental premise of academic life is the inviolable dignity of the individual. Respect for others is essential to the pursuit of the common missions of higher education. Discrimination, harassment, or other conduct that diminishes the worth of any individual person is incompatible with the fundamental values of the department. Every person, regardless of race, color, ethnic, or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, or veteran status shall be treated with respect and dignity (*University Handbook*, Appendix J). No person shall be subject to sexual, racial, or similar harassment or abuse, either of physical, verbal, or psychological nature. No one shall be denied equitable consideration for access to employment, to professional advancement, or to the programs, services, activities, and privileges within the department. (*University Handbook*, Section D3)

All members of the department are expected to conduct themselves in a collegial and professional manner within the department and the university. Specifically, employees are expected to contribute to the pursuit of department goals and work with faculty, unclassified staff, and other employees to achieve the mission of the university. Faculty and unclassified staff should contribute to an academic environment that

- supports academic freedom, freedom of expression, professional discourse, inquiry, and respect for the academic rights and professional expertise of others; and
- is free of workplace bullying such as repeated threatening, humiliating, or intimidating behavior.

Kansas State University has endorsed the "Principles of Community" (http://www.k-state.edu/welcome/community.html). Every member of the university community, including every member of the department, is expected to acknowledge and practice these principles.

Individuals are expected to promote citizenship through mutual respect for individuals and sharing in

the workload needed to achieve the collective goals of the department.

Performance reviews of faculty and other unclassified employees include consideration of overall contribution or detriment to the department, including citizenship and other personal conduct affecting the workplace. Faculty and other unclassified employees are expected to have cooperative interactions with colleagues, show civility and respect to others with whom they work and interact, show respect for the opinions of others in the exchange of ideas, and demonstrate a willingness to follow appropriate directives from supervisors (*University Handbook*, Section C46.1).

Faculty members and other unclassified employees may be dismissed or otherwise disciplined for professional incompetence, misconduct or unethical behavior, or persistent violation of university rules and/or policy (*University Handbook*, Section C161.1).

Employees who make complaints or serve as witnesses in proceedings regarding violations of this policy may not be targeted for retaliation for such actions.

Resources for individuals with concerns related to professional conduct include the Department Head and Dean, the Office of Academic personnel, the Office of the Provost and Senior Vice President, the Ombudspersons, Counseling Services, Human Capital Services, Mediation Assistance; and, in cases of alleged discrimination; the Office of Affirmative Action (*University Handbook*, Section D12).

L.SUMMARY

This document provides guidelines for faculty appointment, evaluation and promotion. These guidelines are indicators of excellence and effectiveness in the three core dimensions used for periodic reviews. Within this general set of guidelines, a variety of contributions to stated goals of excellence and national prominence is possible. Indeed, such heterogeneity of contribution is itself a component within the pursuit of excellence.

M.APPENDICES

Departmental forms required for periodic reviews are appended.

Appendix 1: Department calendar

Appendix 2: Peer evaluation of instruction

Appendix 3: Unclassified professional evaluation form

Appendix 4: Faculty evaluation summary

Appendix 5: Plan of work

Appendix 6: Professorial performance award evaluation

Appendix 1: DEPARTMENT CALENDAR

Date	Activity
January 15	Schedule Department Head-Faculty Conferences Completion of faculty evaluation of Post-Tenure (P&T) Review materials
February 15	Deadline for completion of Annual Evaluations
May 1	Deadline for faculty to notify department administration of their intent to submit a dossier for Promotion and Tenure (P&T)
May 1 – August 1	Faculty prepare P&T/ mid-probationary review packet
August 1	Deadline for faculty seeking promotion and tenure and mid-probationary review faculty to submit their dossier and supportive materials to the department office and to provide names of potential external reviewers
August 1 to September 15	Department Head solicits external review letters
September 15	Deadline for receiving External Review letters
October 1	Deadline for posting P&T/ mid-probationary review materials for Departmental P&T committee review
October 20	Deadline for Department P&T/ mid-probationary review committee meeting and vote
October 20 – November 1	Department Head prepares P&T/ mid-probationary review cover letter and submits packet to the Dean
November 1	Deadline for providing P&T materials to the Dean's Office to post for College P&T committee review
November 1	Deadline for submitting Sabbatical Requests
November 15	Deadline for submission of Probationary Review materials
First week of December	Review of probationary faculty materials for annual reappointment
December 15	Deadline for submission of annual evaluation documentation Deadline for receiving Post-tenure Review Materials Deadline for notifying the Department Head for consideration for a Professorial Performance Award

Appendix 2: PEER EVALUATION OF INSTRUCTION

DEPARTMENT OF ANATOMY AND PHYSIOLOGY

Please return both pages to the Department Head

Put an "X" in the box if you want a copy of page 1 returned to the faculty member being evaluated. ☐

Responsible evaluations can help the instructor improve and provide salient information regarding teaching effectiveness.

Instructor: _____ **Course:** _____

Date: _____

Rating System for THE INSTRUCTOR relative to the issues set forth below:
1 = not acceptable (NA); 3 = meets expectations (ME); 5 = exceeds expectations (EE).

	NA		*ME*		*EE*
	1	2	3	4	5
Preparedness for class	☐	☐	☐	☐	☐
Clarity of Presentation	☐	☐	☐	☐	☐
Instructor/Student rapport	☐	☐	☐	☐	☐
Challenging the student to think more deeply about the subject	☐	☐	☐	☐	☐

Overall effectiveness as a teacher _____

Please provide reasons for any "Not Acceptable" ratings given:

PEER EVALUATION OF INSTRUCTION

DEPARTMENT OF ANATOMY AND PHYSIOLOGY

Page 2 will be copied and returned to the faculty member being evaluated.

GENERAL COMMENTS:

SUGGESTIONS FOR IMPROVEMENT:

Evaluator Signature: _____ Date: _____

Appendix 3: UNCLASSIFIED PROFESSIONAL EVALUATION FORM

CALENDAR YEAR 20__
DEPARTMENT OF ANATOMY AND PHYSIOLOGY

Name: _____ **Date:** _____

Position: _____ **Date Position Attained:** _____ **Years in Position:** ____

GENERAL COMMENTS:

Overall Assessment of Performance

Below Expectations ☐ Meets Expectations Low ☐ Med ☐ High ☐ Exceeds Expectations ☐

Professional's Expectations Response:

Signatures:

Unclassified Professional: _____ Date: _____
My signature signifies that I have seen my supervisor's evaluations. This does not mean that I agree with all of them.

Supervisor: _____ Date: _____

Comments by the Department Head

Department Head: _____ Date: _____

Appendix 4: FACULTY EVALUATION SUMMARY

DEPARTMENT OF ANATOMY AND PHYSIOLOGY
COLLEGE OF VETERINARY MEDICINE
CALENDAR YEAR 20___

Name: _____ **Date:** _____

Academic Rank: _____ **Date Rank Attained:** _____ **Years in Rank:** _____

Tenured (Y/N): _____ **Date Tenure Attained:** _____

Budgeted Effort: _____ Teaching _____ Research _____ Service _____ Administration

Year	Please use "X" in the year row and column that corresponds with the career milestone achieved										
	Start Date	Change in Appointment	Merit Increase	MPR[a]	Tenure[b]	PTR[c]	Professorial Promotion[d]			PPA[e]	Sabbatical[f]
							Assoc.	Full	UDP		

CONFLICTS OF INTEREST AND COMMITMENT

The University Conflicts of Interest (COI) Policy provides a broad framework for understanding, disclosing and managing conflicts and potential conflicts. Details of procedures for disclosing and managing specific types of conflicts are provided in the guidelines (https://www.k-state.edu/conflict/) and Appendix S of the University Handbook. It is the responsibility of every university employee covered by this policy to fully disclose the nature and degree of conflicts of interest and conflicts of commitment. Please review the policy and list any issues related to COI that you wish to discuss. Please use N/A if Not Applicable.

I. TEACHING

Summarize level of courses taught, competence as a teacher, student evaluation, peer evaluation, academic student counseling, availability to students, additional work with students (i.e., independent studies, thesis/ dissertation committees), graduate student advisement. Attach copies of student and peer evaluations from a department peer (as assigned by the department head) and from the department head.

FACULTY MEMBER SUMMARY COMMENTS AND SELF-ASSESSMENT OF TEACHING:

Category	Below Expectations		Meets Expectations							Exceeds Expectations	
			Low		Medium			High			
Score	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Instruction											

DEPARTMENT HEAD COMMENTS ON FACULTY TEACHING:

Category	Below Expectations		Meets Expectations							Exceeds Expectations	
			Low		Medium			High			
Score	0	1	2	3	4	5	6	7	8	9	10
Instruction											

II. RESEARCH

A. **Published Research and Grants Received.**

Summarize quality and quantity of completed books, chapters, productions, exhibits, papers read, reviews, abstracts, etc. during this year; nature of the journal in which publications appear, originality and significance of the work; outside review of publications, grants received.

B. **Works in Progress: Research and Academic Projects.**

Summarize current research projects, grants, and research support applied for, development of teaching or other materials, editorial or review responsibilities, service on granting agency review panels, refereed panel

presentations.

FACULTY MEMBER SUMMARY COMMENTS AND SELF-ASSESSMENT OF RESEARCH:

Category	Below Expectations		Meets Expectations							Exceeds Expectations	
			Low		Medium			High			
Score	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Instruction											

DEPARTMENT HEAD COMMENTS ON FACULTY RESEARCH:

Category	Below Expectations		Meets Expectations							Exceeds Expectations	
			Low		Medium			High			
Score	0	1	2	3	4	5	6	7	8	9	10
Instruction											

III. SERVICE

A. Professional Development and Service

Summarize contributions to professional organizations (including offices held), conferences attended, workshops given, panel presentations, other activities enhancing the College's reputation through professional service, honors received, future potential for professional development, patient or client service.

B. Other Service

Summarize Departmental, School and University service (committees, offices held), participation in student activities, responsible conduct in meeting scheduled classes, available for counseling, attending graduation, providing grades promptly, special circumstances contributing to an assessment of performance this year, organizations, communities, institutions outside KSUCVM, contributions to individuals.

FACULTY MEMBER SUMMARY COMMENTS AND SELF-ASSESSMENT OF PROFESIONAL DEVELOPMENT AND SERVICE:

Category	Below Expectations		Meets Expectations							Exceeds Expectations	
			Low		Medium			High			
Score	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Instruction											

DEPARTMENT HEAD COMMENTS ON FACULTY PROFESSIONAL DEVELOPMENT AND SERVICE:

Category	Below Expectations		Meets Expectations							Exceeds Expectations	
			Low		Medium			High			
Score	0	1	2	3	4	5	6	7	8	9	10
Instruction											

IV. ADMINISTRATION

Summarize administrative activities and achievements.

FACULTY MEMBER SUMMARY COMMENTS AND SELF-ASSESSMENT OF ADMINISTRATIVE CONTRIBUTIONS:

Category	Below Expectations		Meets Expectations							Exceeds Expectations	
			Low		Medium			High			
Score	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Instruction											

DEPARTMENT HEAD COMMENTS ON FACULTY ADMINISTRATIVE CONTRIBUTIONS:

Category	Below Expectations		Meets Expectations							Exceeds Expectations	
			Low		Medium			High			
Score	0	1	2	3	4	5	6	7	8	9	10
Instruction											

V. OVERALL ASSESSMENT OF FACULTY PERFORMANCE

Category	Budgeted Effort	Below* Expectations		Meets Expectations							Exceeds Expectations		Adj.†Score
				Low$		Medium			High				
		0	1	2	3	4	5	6	7	8	9	10	
Instruction													
Research													
Service													
Administration													
TOTAL													

†Adjusted Score weighted according to budgeted effort for Instruction, Research and Service.

In reference to the *University Handbook*, Section C31.8:
* Below Expectations = "fallen below minimum-acceptable levels of productivity"
$ Meets Expectations - Low = "fallen below expectations but has met minimum-acceptable levels of productivity"

Faculty expectations Response:

Signatures:

Faculty Member: _____ Date: _____
My signature signifies that I have seen the Department Head's evaluations. This does not mean that I agree with all of them.

Department Head: _____ Date: _____

Comments by Dean

Dean: _____ Date: _____

Appendix 5: PLAN OF WORK

DEPARTMENT OF ANATOMY AND PHYSIOLOGY
COLLEGE OF VETERINARY MEDICINE
CALENDAR YEAR 20__

Name:

Track □ Research □ Clinical □ Tenure

Rank: **Date Rank Attained:** **Years in Rank:**

If tenure track, date tenure attained:

Budgeted Effort

Teaching: Research: Service: Administration:

ASSIGNMENTS	**GOALS: list long-term (e.g. 3-5 years) and short-term (1 year) goals as appropriate.**
I. INSTRUCTION:	
II. RESEARCH:	
III. SERVICE:	
IV. ADMINISTRATION:	

CONFLICTS OF INTEREST AND COMMITMENT

The University Conflicts of Interest (COI) Policy provides a broad framework for understanding, disclosing and managing conflicts and potential conflicts. Details of procedures for disclosing and managing specific types of conflicts are provided in the guidelines (https://www.k-state.edu/conflict/) and Appendix S of the University Handbook. It is the responsibility of every university employee covered by this policy to fully disclose the nature and degree of conflicts of interest and conflicts of commitment. Please review the policy and list any **potential** issues related to COI that you wish to discuss. Please use N/A if Not Applicable.

What can the department do to help you achieve your goals for teaching, research, and/or service for next year? Please describe by category.

Please share any issues of concern regarding budgeted effort to be considered by the Department Head. Please use "N/A" if not applicable.

FACULTY MEMBER COMMENTS

DEPARTMENT HEAD COMMENTS

Budgeted Effort:

I am proposing changes to my current budgeted effort for the upcoming evaluation period.

____ Yes _____ No

If yes, please provide your proposed changes for further discussion.

	Current Effort (%)	Proposed Change (%)
Teaching		
Research		
Service		
Administration		

DEPARTMENT HEAD COMMENTS:

Signatures:

Faculty Member: _____ Date: _____

Department Head: _____ Date: _____

Appendix 6: PROFESSORIAL PERFORMANCE AWARD EVALUATION

DEPARTMENT OF ANATOMY AND PHYSIOLOGY

Name: _____ **Date:** _____

Date of Promotion to Professor at K-State: _____

Date of Last Performance Review: _____

Overall Assessment of Faculty Performance for each of the last 6 years:

mm/dd/yyyy

_____ **Below Expectations** ☐ **Meets Expectations** L ☐ M ☐ H ☐ **Exceeds Expectations** ☐
_____ **Below Expectations** ☐ **Meets Expectations** L ☐ M ☐ H ☐ **Exceeds Expectations** ☐
_____ **Below Expectations** ☐ **Meets Expectations** L ☐ M ☐ H ☐ **Exceeds Expectations** ☐
_____ **Below Expectations** ☐ **Meets Expectations** L ☐ M ☐ H ☐ **Exceeds Expectations** ☐
_____ **Below Expectations** ☐ **Meets Expectations** L ☐ M ☐ H ☐ **Exceeds Expectations** ☐
_____ **Below Expectations** ☐ **Meets Expectations** L ☐ M ☐ H ☐ **Exceeds Expectations** ☐

In reference to the *University Handbook*, Section C31.8:
Below Expectations = "fallen below minimum-acceptable levels of productivity"
Meets Expectations - L = "fallen below expectations but has met minimum-acceptable levels of productivity"

Recommendation:

Signatures:

Faculty Member: _____ Date: _____
My signature signifies that I have seen the Department Head's recommendation.

Department Head: _____ Date: _____

Comments by Dean

Dean: _____ Date: _____