

Curriculum and Instruction

Department

Education

College

**Policy Statement Concerning:**

**Annual Evaluations  
(including Professorial Performance Award Criteria and  
Standards and Chronic Low Achievement Standards)**

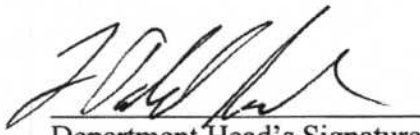
Approved by Faculty Vote on ( )

**Promotion, Tenure, Mid-Tenure Review and Reappointment**

Approved by Faculty Vote on (3/24/2016 )

**Post-Tenure Review**

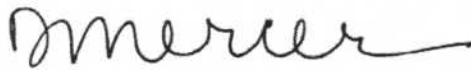
Approved by Faculty Vote on ( )



Department Head's Signature

3/25/16

Date



Dean's Signature

3/28/16

Date



Provost's Signature

30 Apr 16

Date

For Office of the Provost - Academic Affairs Use Only

Date Posted to Web: \_\_\_\_\_

# Constitution and Bylaws

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## Section I: The Department of Curriculum and Instruction

### Brief History

Kansas State University was formed in 1863, as a land-grant institution of higher education. Professional education courses and licensure of teachers began at the turn of the century. In 1953, the Education Department of the University received full accreditation by the American Association of Colleges for Teacher Education. The College of Education was created in 1965 after previously being a School of Education. In 1980, the original Department of Curriculum and Instruction was formed. In 1988, other departments merged with the original Department of Curriculum and Instruction to form the Division of Teacher Education with various discipline-based units. In 1990, the Division was split into discipline-based departments (Department of Educational Technology and Computer Education, Adult and Occupational Education, Department of Elementary Education, and the Department of Secondary Education). In 1993, secondary faculty members from the various departments merged into the Department of Secondary Education. In 2003, the Educational Foundations department dissolved and the Curriculum and Instruction and Policy Studies faculty merged with Secondary Education. To better serve the needs of undergraduate and graduate students in the College of Education, faculty in the Departments of Elementary and Secondary Education voted to create the Department of Curriculum and Instruction in 2010. The current reorganization is the latest in a series of administrative realignments involving both departments. The department houses education faculty who contribute to both undergraduate and graduate education.

### Vision and Mission for the College of Education

Kansas State University has set forth the following mission statement to providing a foundation for the work that we do:

*The mission of Kansas State University is to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.*

In addition the College of Education has identified the following vision statement:

*Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse world.*

Our Mission is fulfilled through:

- the delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;

- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

## Programs of the Department

The Department of Curriculum and Instruction offers a number of undergraduate majors:

- Agriculture (Housed in the College of Agriculture)
- Art (K-12) (Housed in the College of Arts and Sciences)
- Biological Science
- Business
- Chemistry
- Earth & Space Science
- Elementary Education
- English
- English/Journalism
- Family and Consumer Science (Housed in the College of Human Ecology)
- Mathematics
- Modern Languages (K-12)
- Music (K-12) (Housed in the College of Arts and Sciences)
- Physical Education/Health
- Physics
- Social Studies
- Speech/Drama

Additional teaching endorsements are offered at the undergraduate level:

- English as a Second Language (ESL)
- 

The Department of Curriculum and Instruction also offers a number of graduate majors and programs:

- Licensure in ESL education
- A graduate certificate in Classroom Technology
- A master's degree in curriculum and instruction with the following emphases:
  - Elementary/Middle-Level Curriculum and Instruction
  - Reading Language Arts
  - Reading Specialist
  - Middle-Level/Secondary Curriculum and Instruction
  - Educational Computing, Design, and Online Learning
  - Digital Teaching and Learning
  - English as a Second Language
  - School Improvement

At the doctoral level, graduate faculty are involved in the C&I Ed.D. and C&I Ph.D. programs. As a result, the Department and its faculty participate in a wide range of undergraduate and graduate programs.

## Professional Development Schools

The College of Education, since 1989, has entered into partnerships with 3 local school districts to establish 14 elementary, 5 middle school, and 2 high school Professional Development Schools (PDS) (Manhattan-Ogden, U.S.D. 383; Geary County, U.S.D. 475; and Riley County, USD 378). This PDS Partnership expanded in 2005 to include 3 additional PDS Partner Districts (Blue Valley, USD 229; Shawnee Mission, USD 512; and Topeka, USD 501). The PDS Partnership is based on the premise that education must be viewed as a continuum from kindergarten through university and that significant improvement in one part of the system is not likely without improvement throughout. As educators we cannot expect improvement in K-12 schools until we improve the preparation of teachers and administrators: but, we cannot sustain even the best teachers and administrators until we have improved school systems.

The Kansas State University PDS Model is based on the belief that teacher preparation and school reform are the joint responsibility of institutions of higher education and school systems. All teachers and principals from the PDS are now collaborative PDS partners. The PDS and their faculty are involved in all phases of the KSU teacher preparation program. Teachers, administrators, and KSU faculty jointly serve as co-planners, teacher and evaluators of methods courses and field experiences, on-site PDS seminar leaders, and supervisors and mentors of practicing teachers. Teachers, administrators and faculty also are jointly involved in school improvement efforts, curriculum development, program evaluation, professional development activities, and collaborative action research projects. Each PDS has identified at least one clinical instructor who, in conjunction with the KSU PDS Director and the building principal, coordinates all PDS activities and experiences (<http://coe.ksu.edu/about/pds/index.htm>).

## Section II: Departmental Structure

### Overview

The Department of Curriculum and Instruction is governed under the rules and organizational structure laid out by the University, the College of Education, and the Department itself. This governance structure shapes the department's relationship to other units, both within the College of Education and throughout the university.

### University

The University Handbook (<http://www.k-state.edu/academicpersonnel/fhbook/>) sets forth the structure of the university, defining the organizational hierarchy and the rules of university operation under the direction of the Kansas Board of Regents, the President, the Provost for Academic Services, and other administrative staff assigned to support roles for these services.

### College

The College of Education Policy and Procedures Handbook (<http://www.coe.ksu.edu/faculty/download/COEPolicyProcedures.pdf>) and College of Education Faculty Guide (<http://www.coe.ksu.edu/faculty/download/COEfacultyguide.doc>) further identify the major administrative units of the college within the university. The College of Education is under the direction of the Dean of Education, who is charged with operation and development, planning and budgeting, and personnel management and activities of the college.

### Department

The University Handbook defines the basic administrative unit of the university as the academic department. Each department reports to its respective dean. The Department of Curriculum and Instruction is housed in the College of Education and is responsible to and reports to the Dean of Education. This document serves as the Handbook, Constitution, and By-Laws for the Department of Curriculum and Instruction.

### Relationship to Other Units

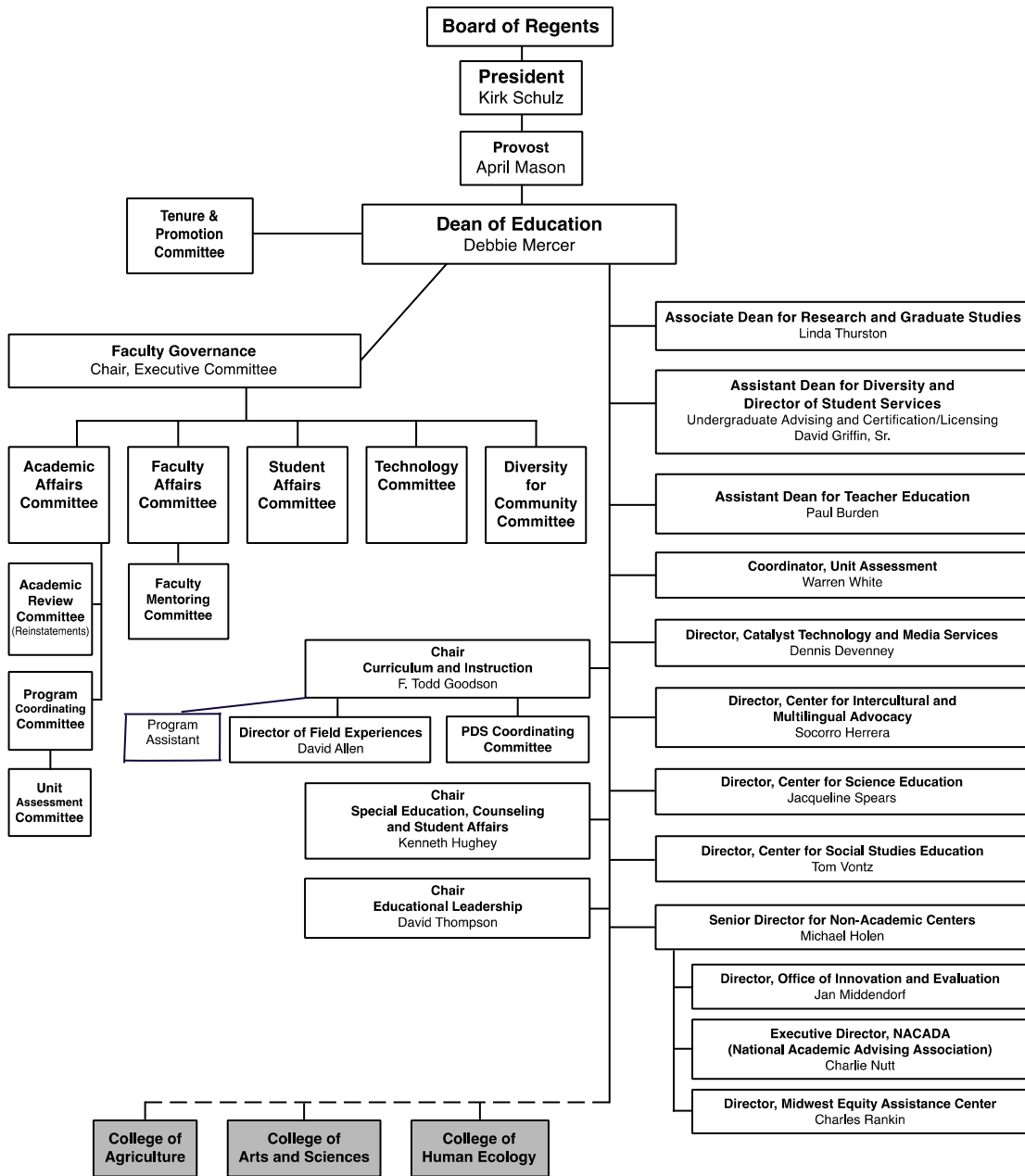
The Department of Curriculum and Instruction is one of three departments within the College of Education. The College of Education is one of the nine colleges within Kansas State University. The Department of Curriculum and Instruction and its faculty interact with other units in the College of Education and the university as a whole through cases of collaboration, participation in college and university committees, and representation on the College of Education's Administrative Council.



Colleges and departments offering graduate instruction and advanced degrees are subject to the rules and regulations of the Graduate School, which stands apart from the other units in the university. The Department of Curriculum and Instruction follows Graduate School rules and regulations pertaining to eligibility for graduate faculty membership and certification to direct doctoral dissertations, as enacted by the Graduate Council and administered by the Graduate Dean.

The chart on the next page provides a visual representation as to the relationship the Department of Curriculum and Instruction holds within the College of Education.

# Administrative & Governance Structure of the Professional Education Unit Kansas State University



Teacher Education Programs within these colleges are approved by the College of Education and administered as part of degree programs in other colleges.

Summer 2015

## Section III: Department Chair

### Overview

The Department of Curriculum and Instruction is organized as a unit within the College of Education under the leadership of a department chair in concert with full faculty participation.

### Chair Definition

The position of department chair is one of collegial leadership among peers and faculty liaison to the Dean's office, wherein the chair is elected and is regarded as a faculty member with administrative responsibilities, answerable to the departmental faculty as a whole. This stands in contrast to the department head, who is not elected. The chairship is based upon the principles of collegiality within the college and the department.

### Chair Term

Chairs shall be elected for a three-year period. Chairs shall be eligible for consecutive terms without limit. The term begins on July 1 of the year elected.

### Chair Selection

At a time no later than the April department meeting that precedes a June 30 expiration of a Chair's term, the Department shall select its nominee whose name shall be sent to the Dean.

All voting members of the Department, including the incumbent Chair, are eligible to vote and to be selected. After nominations have been made from the floor, voting will be made either by voice acclamation or by secret ballot, as the faculty chooses. If no person receives a majority of the votes, there shall be a runoff ballot between the two persons receiving the greatest number of votes. In the event of a tie on the final ballot, both names shall be sent to the Dean as nominees.

If the person(s) nominated is unacceptable to the Dean, the selection process will be repeated to select a new nominee. If the nominee and the Dean are unable to agree on the conditions, the process will be repeated.

### Chair Election

The chair shall be elected in a regularly scheduled open meeting of the department or by other open manner as proposed by the Dean of Education or the faculty itself and agreed to by the faculty. Any tenured faculty member whose appointment is in the Department of Curriculum and Instruction shall be eligible to serve as chair.

## Chair Duties

The chair of the Department of Curriculum and Instruction shall take primary leadership to:

- Communicate the department's expectations to the Dean and other administrators;
- Seek departmental input in decision-making;
- Plan and actualize departmental goals and objectives, and encourage individual and collective faculty initiatives designed to move the department forward;
- Keep the faculty informed of important extra-departmental events affecting the nature, scope, and direction of goals and outcomes;
- Annually evaluate faculty and staff according to merit and evaluation policies and procedures;
- Respond to faculty concerns and provide proper follow-up and confidentiality;
- Establish a responsible fiscal plan and secure faculty agreement on budgetary principles and expenditures;
- Manage secretarial and support staff that reflect competence, promptness and accuracy in an environment that promotes a professional image for the department;
- Secure and sustain faculty confidence regarding chair performance on the traits of trustworthiness, flexibility, fairness, decisiveness, thoughtfulness, organizational effectiveness, and democratic decision-making.

## Chair Evaluation

College procedure mandates that chairs report directly to the Dean of the College of Education. By custom and policy, the Dean evaluates chairs at least every three years and may elect to do so more frequently.

Faculty reserve the right to evaluate a Chair's performance by a majority vote of qualified faculty (rank of full-time instructor or higher).

## Open Search Procedure

If a decision is made to have an open search to fill the office of Chair, then a search committee shall be elected as specified in the Faculty Recruitment section. The Search Committee shall function as specified in this same section, except that its selection of candidate(s) to be interviewed will be in consultation with the Dean rather than with the Department Chair, and the Search Committee chair shall convey the department's recommendation(s) to the Dean.

## Section IV: Faculty Voting

### Voting Membership

Voting privileges are granted to qualified faculty in issues relating to the department. Qualified faculty are those persons with the rank of instructor, assistant professor, research assistant professor, associate professor, research associate professor, professor, or research professor with some portion of their continuing full-time university appointment as a faculty member within the department.

### Quorum

For a vote to be called for and conducted by the department, a quorum of one individual more than one-half of the qualified voting members of the department must be present or voting absentee.

### Absentee Voting

If a voting member of the department or committee thereof anticipates being absent from a meeting at which a specific vote may be taken, the member may, prior to the meeting, deliver to the Chair in writing how the specific vote is to be cast. In this case, the Chair shall announce that the member has cast an absentee vote.

### Proxies

A voting member of the department or committee thereof may designate, in writing, another member of the body as his or her proxy. Such written designation must be delivered to the Chair of the body and announced at the opening of the meeting.

### Committee Organization

Ad hoc committees (e.g., search committees) shall be nominated by the Chair with confirmation by the department faculty. A majority vote constitutes confirmation on behalf of the eligible faculty members voting.

## Section V: Faculty Recruitment, Selection, and Retention

### Committee Election and Organization

When there is a faculty vacancy to be filled, a Search Committee shall be appointed by the department chair consisting of at least four members of the department. One member shall be the Assistant Dean for Diversity. The Department Chair shall select one member of the Search Committee to serve as chair. There shall be no restrictions concerning eligibility to serve on Search Committees. The committee shall write the job description and assist the Department Chair in preparing all required Affirmative Action documents.

### Screening

The Search Committee shall conduct the screening and will, in consultation with the Department Chair, recommend candidate(s) to be interviewed on campus. The recommendation will be sent to the Dean.

### Faculty Recommendations

Following the interview(s), the Search Committee Chair shall conduct an internal balloting of committee members and solicit written commentary by qualified voting members of the department. Written commentary shall be conducted separately for each candidate to determine his or her acceptability for employment and as a crosscheck of committee rankings. The Search Committee Chair will call a meeting of eligible faculty, make recommendations, and call for a vote (which may be secret at the discretion of the voting faculty). This vote shall only take place after the Search Committee has made its recommendation(s) and after a reasonable time for discussion of candidate qualifications. Although all voting members of the department are eligible to participate in this discussion, voting is restricted to faculty who have tenure and who have a rank equal to or higher than the one to be offered. A vote shall be conducted for each candidate separately to determine his or her acceptability for employment.

The Department Chair shall convey the faculty's recommendation(s) to the Dean along with the Chair's recommendation.

### Mentorship

The College of Education has a Mentorship Committee for tenure-track faculty. The Department of Curriculum and Instruction takes seriously its responsibility to provide effective mentorship to new faculty members.

## Section VI: Merit Evaluation

### Purpose of Evaluation

The Department of Curriculum & Instruction at Kansas State University recognizes and supports the legitimacy of the traditional evaluation areas of teaching, research, and service. Evaluation is defined as comprising a set of activities engaged in by the Department leading to assessment of the performance of individual faculty against the goals and outcomes set out for each individual within the categories of teaching, research, and service.

Annual merit evaluation has three primary purposes: 1) to serve as a vehicle for faculty goal setting, 2) to serve as the basis for determining salary increases for each faculty member, and 3) to provide faculty members with feedback to aid in professional development. A fundamental function of assessments of faculty performance is to produce judgments on the effectiveness of the performance to help assure that personnel decisions are both reasonable and defensible. It also is clearly understood that faculty renewal, development, and improvement are of critical importance to the university in its pursuit of excellence. Tenure decisions are based on demonstrated individual excellence in terms of the three areas of teaching, research/scholarship and other creative endeavors, and service that support the needs of the Department and College. Differentiated staffing is seen as a fulcrum of our approach to merit evaluation, thereby providing a more holistic strategy for envisioning the mission and work of the Department. The Department of Curriculum & Instruction accepts and validates the concept of accountability and performance evaluation.

### Characteristics of the Evaluation

This Annual Merit Evaluation Policy is guided by and is consistent with the policies and procedures stipulated in the KSU University Handbook concerning faculty evaluations (Sections C 30.1 – C 48.3). This Department policy on annual merit evaluation applies to tenured and tenure-track faculty as well as adjunct faculty, instructors, and graduate assistants (all considered faculty) which hold five-tenths time or more within the Department and whose salary recommendations originate within the Department. The policy on chronic low achievement only applies to tenured faculty members.

The department chair, following the guidelines in this document, determines if faculty meet expectations. All faculty who Meet Expectations (ME) will receive the same percentage merit increase as established by Dean and Department Chair. Faculty that Fall Below Expectations, but Meets Minimum Standards (MMS) and faculty that Fail to Meet Minimum Standards (FMMS) will not receive a merit increase.

Faculty may choose to submit their merit materials to a peer review committee who will nominate to the chair those faculty members who Exceed Expectations (EE) in teaching, research, or service. The peer review committee shall consist of four members--one instructor, one assistant professor, one associate professor, and one professor-- who serve one-year terms. The committee will submit the names of individuals that exceed expectations, for persons

at their rank, in teaching, research, or service. To determine if a faculty member exceeds expectations, the committee will examine the previous three years merit documents (supporting materials are not necessary). The committee may nominate no more than one person at each rank (instructor, assistant professor, associate professor, professor) in each category (teaching, research, and service). Those serving on the committee are not eligible for nomination for exceeds expectations in the year of their service. Faculty members who exceed expectations will receive an additional merit increase as established by the Dean and Department Chair.

### **Special Cases**

As requested by the Dean of Education, certain faculty members may have their annual merit review conducted by the Dean's office and thus would be exempt from this policy. This policy also does not apply to the Department chair, whose annual merit review is conducted by the Dean's office.

#### New Faculty with less than a full year of employment

For first-year appointees, the individual's salary recommendation by the Chair will be the higher of the following: (a) a recommendation based on the individual's performance prorated for an entire year, or (b) a recommendation of an average increase.

#### Faculty on Leave

If a faculty member was on leave for the entire evaluation year, then the recommendation will be the average of the individual's ratings from the three previous complete evaluation years. If the person was on leave for only part of the evaluation year, then the individual's salary recommendation will be the higher of the following: (a) a recommendation based on the individual's performance prorated for an entire year, or (b) a recommendation that is the average of the individual's ratings from the three previous complete evaluation years.

#### Faculty with less than 1.0 Time Employment (e.g., phased retirement)

The recommendation will be based on the individual's performance prorated for an entire year.

## **Evaluation Procedures for all Faculty**

(See additional sections specific to rank)

- All faculty members in the Department shall be evaluated annually for merit purposes.
- The evaluation period shall cover the period January 1 through December 31.
- The evaluation process begins with "goal setting" and performance contracts that shall be negotiated between each faculty member and the Department Chair at the beginning of each annual evaluation period. Each faculty member has the opportunity to set new goals and to negotiate the percentage of their time allocations assigned to teaching, research and service. Evaluation shall primarily be based upon these goals and time allocations as described in the annual written "Performance Contract/Load Narrative" document.



- The Dean shall make the final decision on assignment of each individual's time after taking into consideration the recommendation of the faculty and Department Chair.
- In January each faculty member who holds five-tenths time or more within the Department and whose salary recommendation originates within the Department will be evaluated on her or his performance during the prior calendar year (based on the signed Performance Contract/Load Narrative). Salary increase for faculty members will be enacted based on their performance within the Department as a result of the annual merit evaluation
- Tenured and Tenure-Track Faculty members and Instructors submit their completed "Reporting Form for Annual Merit Review" and any related documentation to the Department chair by the pre-announced due date. Adjunct Faculty and Graduate Assistants submit their "Narrative Report" and documentation by the pre-announced date. Due to university and college timelines for annual merit review, this submission date is typically about January 15 of each year. Faculty members seeking a salary raise must submit their materials by requested date for annual review. Faculty members not submitting materials for annual review will not be eligible for salary increases for that review year.
- The Department Chair will examine each faculty member's completed "Reporting Form for Annual Merit Review" document and/or narrative report and related documentation, selecting a rating to represent performance of each faculty member in all review categories (teaching, research/scholarship, and service). The Department Chair is required by the evaluation policy in the University Handbook to indicate one of the following ratings for each review category identified for annual merit review.
  - Exceeds Expectations (EE)
  - Meets Expectations (ME)
  - Falls Below Expectations, but Meets Minimum Standards (MMS)
  - Fails to Meet Minimum Standards (FMMS)
- The Dean of Education has indicated that the intention of the university merit evaluation policy is to treat Exceeds Expectations (EE) and Fails to Meet Minimum Standards (FMMS) as exceptional events. Consequently, most faculty members will likely fall into the Meets Expectations (ME) category with the range of performance within that category being quite broad.
- During February of each year, the Department Chair will prepare a written evaluation for each faculty member according to the procedures described above. The evaluation shall summarize achievements on which assessment was based. The Department Chair, in making a summative evaluation report, shall take into account the percentage of time identified in each Performance Contract/Load Narrative and weigh the total evaluation by those same percentages so that a person's evaluation shall be weighted by area of responsibility in direct relationship to the percentage of time assigned to each function.

- The Department Chair shall provide an opportunity for each evaluatee to discuss his/her evaluation in person, secure signatures indicating the same, and allow for disagreement within the same seven days required by the university. Upon receipt of annual written report, the evaluatee shall respond in writing, if desired, within seven working days regarding any disagreement with the evaluation.
- The Department Chair shall forward to the Dean in compliance with College and University deadlines, copies of the following items: (a) the evaluation policy as adopted by the faculty; (b) written evaluation of each faculty member identical to the copy given to the evaluatee; (c) recommendation on salary adjustment consistent with other provisions in this policy; and (d) any responses by the evaluatee to the evaluation.
- The Department chair will include the written evaluation of each faculty member in his or her personnel file.

## Tenured and Tenure-Track Faculty Member Evaluation Procedures

The typical distribution of assigned responsibilities for Tenured and Tenure-Track faculty in the Department of Curriculum and Instruction is 60% teaching, 20% research, and 20% service. The minimum and the maximum percentage allocations for each area are indicated below:

- Teaching (40-60%)
- Research/Scholarship/Creative Endeavors (20-30%)
- Service/Academic Citizenship (20-30%)

Variations from this distribution of responsibilities may occur with the approval of the Department Chair, based on Department needs. All areas of assigned responsibilities are subject to annual merit evaluation. Multiple criteria are used in each area of evaluation. The following criteria represent Minimum Standards for Tenure and Tenure-Track Faculty. Further details and examples are provided within each category in the Department-approved “Guidelines for Preparing Materials for Annual Merit Review and the Reporting Form for Annual Merit Review”.

### Minimum Standards for Tenured and Tenure-Track Faculty

#### ***Teaching***

Teaching responsibilities are organized in three subsections: instruction, supervision, and advising.

#### **Instruction**

- Conducts all assigned classes for the scheduled number of contact hours.
- Posts reasonable office hours and is available during them.
- Provides evidence of currency in the subject field through the syllabi, class assignments, materials, and other means; continuously updates course material; and, has a current syllabus for all courses that includes all necessary information following college and university guidelines.
- Teaches in ways that enhance student learning.

- Demonstrates the ability to effectively communicate with students during instruction.
- Regularly conducts departmentally approved evaluations of all courses and uses evaluation results to improve teaching.
- Gives attention to the needs of diverse students.
- Holds high academic and professional standards.

### **Supervision**

- Fulfills all assigned supervisory duties in an acceptable and timely manner.
- Demonstrates the ability to effectively communicate with students and school-based personnel during supervision.

### **Advising**

- Demonstrates progress toward being a certified member of the graduate faculty, which would enable doctoral advising.
- Serves as an effective chair for master's degree students and/or effective committee member for masters or doctoral students.
- Demonstrates the ability to effectively communicate with students during advising.
- Provides students with accurate and appropriate guidance when advising.

### ***Research, Scholarship, and Creative Endeavors***

- Provides evidence of research and scholarly productivity through a combination of indicators: refereed journal articles; funded or highly rated grant proposals; original products such as curriculum materials or scholarly websites; high quality performance assessments that are data driven, analytic/reflective in character and peer reviewed; and data driven, analytic/reflective consultative activity designed to improve public schools.
- Disseminates research and scholarly activity through presentations at local, state, national, or international professional conferences.

### ***Service and Academic Citizenship***

All faculty members are expected to conduct themselves in ways that foster goodwill, harmony, and collegiality within the department. They are expected to contribute to the pursuit of departmental goals, protect the self-esteem of students and colleagues, mentor colleagues, and generally contribute to creating a congenial academic environment for the department and its faculty. Examples consistent with positive academic citizenship include:

- Maintains professional rapport with colleagues, staff, and students.
- Contributing to common goals of the department.
- Honors the confidence of departmental discussions involving personnel or other sensitive issues.
- Expresses respect for and support of colleagues, even when disagreements arise.
- Supporting an atmosphere of academic freedom, inquiry, and respect for the academic rights of others.

Service expectations include:

- Regularly attends and participates in meetings and activities at the departmental and college levels.
- Serves on department, college, and university committees when needed and makes appropriate contributions to these committees.
- Contributes to the curriculum development and assessments needed by the department.
- Provides contributions to K-12 schools (e.g., working with PDSs in professional development or research projects).
- Provides evidence of establishing a positive and proactive collaborative relationship with colleagues (e.g., mentoring junior faculty).
- Provides evidence of participation and service in appropriate professional organizations at the state, regional, or national levels.
- Provides evidence of active contributions to the profession in a variety of venues.

### ***Faculty Review of Annual Merit Materials***

After all merit materials have been evaluated, faculty have the option to place the Performance Contract/Load Narrative criteria, and merit documents in the Department office to be made available for faculty review for a period of one week. The letter, which the Department Chair sends to each faculty member, shall not be part of these materials, since it is confidential. However, should a faculty member have questions about merit after reviewing all Department faculty merit materials, then that faculty member may meet with the Department Chair to discuss merit designations.

### ***Considering Chronic Low Achievement***

If a tenured faculty member Fails to Meet Minimum Standards (FMMS) in any section of the annual merit review, this will trigger actions related to the Chronic Low Achievement Policy and related procedures described in the University Handbook (Appendix M). This Chronic Low Achievement policy only applies to tenured faculty members. Chronic low achievement may lead to a person's dismissal from employment at the university. Thus the Department chair gives careful consideration to performance at the low end of faculty performance and considers whether the faculty member has *fallen below expectations* or actually has *fallen below minimum levels of productivity*. See the Department's Chronic Low Achievement Policy.

### ***Remediation Plan Procedures***

In the event that a faculty member receives (as a result of the annual review process) an Overall Performance Rating of "Fails to Meets Minimum Standards" (FMMS), the following steps shall be taken:

- a) In addition to the annual review letter identifying performance deficiencies, the Chair will propose a plan of action (in writing) to remediate the deficiencies.

b) A committee of four full-time, tenure-track faculty, at least one of which should be a full professor, will be elected by the Department. Three members of the committee will serve for each case to review the plan of action. Representatives will be elected in the fall semester and can be re-elected. This committee will advise the Chair on the plan of action in a written report. The committee will transmit its confidential recommendations to the Chair within no more than ten (10) working days of the date of its appointment. The Chair, after receiving the recommendations of the report, will then send the annual review letter to the faculty member with the accompanying proposed remediation plan.

c) If the faculty member wishes to make a counter proposal to the Chair, then he/she must provide this proposal within five (5) working days of the original meeting with the Chair.

d) The Chair has five (5) working days to respond to the counter proposal. The Chair has the responsibility to accept the counter proposal or to send both the original and counter proposals to the Dean for resolution. The Chair will then initiate a meeting between the Dean, Chair, and faculty member to resolve the discrepancies. A final plan of action will be drafted and agreed upon.

e) Periodic follow-up meetings will be initiated by the Chair to monitor the faculty member's progress in implementing the agreed upon plan of action.

f) If the plan is not completed, resulting in a second consecutive year of FMMS, the faculty member, Chair, and Dean will meet to consider further remediation steps to bring the performance of the faculty member up to Departmental minimum standards. Failure to meet the second year plan will result in the consideration of "dismissal for cause" at the discretion of the Dean of the College of Education (see sections C31.5 - C31.8 of the *Faculty Handbook*).

## Non-Tenure Track Evaluation Procedures

Non-tenure track faculty are valued members of the Department of Curriculum & Instruction. In addition to the tenure-track positions that are described elsewhere in this document the Department of Curriculum and Instruction includes the non-tenure-track professional positions of Instructor, Professor of Practice, Teaching Professor, and Research Professor. Section C10-C12 in the University Handbook governs and describes these positions.

The following ranks are further described within each of these positions:

- Instructor--Instructor, Advanced Instructor, Senior Instructor

-Professor of Practice--Professor of Practice, Senior Professor of Practice

-Teaching Professor--Teaching Assistant Professor, Teaching Associate Professor,  
Teaching Professor

-Research Professor--Research Assistant Professor, Research Associate Professor,  
Research Professor

## **Primary Responsibilities**

Usually, individuals holding the positions of Instructor, or any Teaching Professor rank will be primarily responsible for instruction. Individuals holding the position of Professor of Practice or Senior Professor of Practice may have responsibilities concerning instruction, research, outreach and service or a combination of these duties. Those who hold any rank within the position of Research Professor will be responsible for engaging in research or creative endeavors. Research Professors at the Associate or Professor ranks will be governed by the language found in Section C12.1 of the University Handbook that applies specifically to these two roles.

In all cases, exact duties and expectations for individuals holding non-tenure track appointments in the Department of Curriculum and Instruction will be defined in the letter of appointment. Likewise, responsibilities may vary between individuals depending upon the specific needs of the Department at the time that an offer of employment is made.

## **Appointment**

Individuals holding non-tenure track professional positions in the Department of Curriculum and Instruction may be appointed on a full or part-time basis and generally will be term employees. Regular appointments to non-tenure track positions in the Department are also possible. The exact nature of the appointment will be determined at the time that an offer of employment is made.

The rank at the time of the initial appointment is administratively based both upon such factors as advanced degree(s) held, experience, performance and achievement over time and the exact needs of the Department. More specifically, candidates for the positions of Teaching and Research Professor at all ranks are expected to hold a terminal degree at the doctoral level in an appropriate discipline that is clearly related to their work within the Department. Candidates for the position of Instructor at all ranks are expected to hold a minimum of a Master's Degree in a field that is clearly related to their work within the Department. Candidates for the position of Professor of Practice at both ranks must hold a minimum of a Master's Degree in a field that is clearly related to their work within the Department and have substantial appropriate related professional experience.

## **Annual Evaluation and Reappointment**

Regular and term non-tenure track faculty will be evaluated as part of the annual evaluation process. Faculty on regular appointments will also be evaluated for reappointment purposes. The materials to be submitted and timeline for the annual evaluation and reappointment of non-tenure track faculty will be those used for tenure track faculty in the Department and which are described elsewhere in this policy manual.

All materials that are used for both annual evaluation and reappointment of non-tenure track faculty members will be submitted to the Department Chair. Criteria to be used in this process will be those employed in the annual reappointment process of tenure track faculty that are

described elsewhere in this policy manual. After consultation with the members of the tenured and tenure track faculty of the Department, the Department Chair will make recommendations concerning reappointment/non-reappointment of an individual holding a regular appointment or whether to offer a new term contract to a term employee to the Dean of the College for final decision. The Department Chair will provide a written letter of annual evaluation to regular and term employees. Upon approval by the Dean, the Department Chair will notify each faculty member as to whether the individual will be reappointed or provided a new term contract.

**Instructor (all ranks)**

- Course syllabi
- Student evaluations
- Peer evaluations (optional)

**Teaching Professor (all ranks)**

- Course syllabi
- Student evaluations
- Peer evaluations (optional)

**Research Professor (all ranks)**

- Publications or presentations
- Grant proposals that have been submitted and/or awarded
- Involvement with graduate student research
- Evidence of other related creative activities

**Professor of Practice (all ranks)**

- Evidence of interaction with external groups and organization
- Feedback from clients/stakeholders
- Other evidence of professional and community collaboration
- Grant proposals

## Adjunct Faculty Member Evaluation Procedures

Adjunct Faculty Members are valued members of the Department of Curriculum & Instruction. The typical distribution of assigned responsibilities in this Department for Adjunct Faculty members is 100% teaching (which includes instruction and supervision). Variations from this distribution of responsibilities may occur with the approval of the Department Chair, based on Department needs.

**Minimum Standards for Adjunct Faculty**

All areas of assigned responsibilities are subject to annual merit evaluation. Minimum teaching and supervision standards for Tenured and Tenure-Track faculty apply to Adjunct Faculty according to assigned responsibilities. Multiple criteria are used in each area of evaluation. Further details and examples are provided within each category in the Department-approved “Guidelines for Preparing Materials for Annual Merit Review and the Reporting Form for Annual Merit Review”.

In addition, Adjunct Faculty responsible for graduate level teaching must maintain Graduate School qualifications for approval to teach graduate courses. Adjunct Faculty responsible for graduate level courses must qualify for Graduate School approval either every year for a maximum of three years (emergency) or every three years (associates).

#### Documentation to Submit for Review

##### ***Teaching***

- A course syllabus for all courses taught is required. Syllabi for all courses should be submitted to the Chair of the Department at the beginning of the semester. These syllabi should have the required course syllabi statements (academic honesty, accommodations, etc.) required by the University and College.
- TEVAL reports for all courses taught are required. A copy of the summary printouts of student evaluations, including student comments, should be submitted to the Department Chair at the end of each semester. TEVALS may be completed in-class or online. To create an online TEVAL go to: <http://www.kstate.edu/its/training/TEVAL/intro.htm>.
- Sample instructional materials or activities that reflect performance may be included (optional).

##### ***Supervision***

- A description of relevant details related to supervision and an assessment of this supervision is required.
- Since the Department does not have an assessment form concerning the supervision of field experiences, information regarding supervisory performance should be gathered from the clinical instructor, students supervised, or others.
- Informal information providing evidence of performance may be included. This might include cards or communications from students or others that indicate performance (optional).

#### Reporting

*Adjunct Faculty members must submit a 1-2 page narrative of their performance and any related documentation to the Department chair by the pre-announced due date. Due to university and college timelines for annual merit review, the due date for submitting materials is typically about January 15 of each year. Adjunct Faculty seeking reappointment must submit these materials. This narrative should include assigned teaching and supervisory duties, a self-assessment of successes/strengths in these roles, and plans for future improvements.*

#### Evaluation Decisions

Upon examining the documentation, the Department chair will consider continuing the Adjunct Faculty with the existing assigned responsibilities, changing the assigned responsibilities, or other actions.



## Graduate Assistant Evaluation Procedures

Graduate teaching assistantships are typically 40% positions with the bulk of this time devoted to teaching and supervision. Variations from this distribution of responsibilities may occur with the approval of the Department chair, based on Department needs.

### Minimum Standards for Graduate Assistants

All areas of assigned responsibility are subject to evaluation. Minimum teaching and supervision standards for Tenured and Tenure-Track faculty apply to Graduate Assistants according to their assigned teaching and supervision responsibilities. Multiple criteria are used in all areas of evaluation. Further details and examples are provided within each category in the Department-approved “Guidelines for Preparing Materials for Annual Merit Review» and the «Reporting Form for Annual Merit Review”.

### Documentation to Submit for Review

#### ***Teaching***

- A course syllabus for all courses taught is required. Syllabi for all courses should be submitted to the Chair of the Department at the beginning of the semester. These syllabi should have the required course syllabi statements (academic honesty, accommodations, etc.) required by the University and College.
- TEVAL reports for all courses taught are required. A copy of the summary printouts of student evaluations, including student comments, should be submitted to the Department Chair at the end of each semester. TEVALS may be completed in-class or online. To create an online TEVAL go to: <http://www.kstate.edu/its/training/TEVAL/intro.htm>.
- Sample instructional materials or activities that reflect performance may be included (optional).

#### ***Supervision***

- A description of relevant details related to supervision and an assessment of this supervision is required.
- Since the Department does not have an assessment form concerning the supervision of field experiences, information regarding supervisory performance should be gathered from the clinical instructor, students supervised, or others.
- Informal information providing evidence of performance may be included. This might include cards or communications from students or others that indicate performance (optional).

#### ***Other Assigned Responsibilities***

Additional evidence of effectiveness is required for any additional assigned responsibilities. This additional evidence will vary depending upon the assigned responsibilities. For example, a Graduate Student assigned to a grant project may include grant or project records related to identified project goals and activities.

### Reporting

*Graduate Assistants must submit a 1-2 page self-assessment of their performance and any related documentation to the Department chair by the pre-announced due date.* Due to university and college timelines for annual merit review, the due date for submitting materials is typically about January 15 of each year. Graduate Assistants seeking reappointment must submit these materials. This narrative should include assigned teaching, supervisory, or other responsibilities, a self-assessment of successes/strengths in these roles, and plans for future improvements.

### Evaluation Decisions

Upon examining the documentation, the Department Chair will consider continuing the Graduate Assistant with the existing assigned responsibilities, changing the assigned responsibilities, or other actions.

## Section VII: Reappointment, Promotion, and Tenure of Tenure-Track Faculty

### Guiding Principles

This Reappointment, Tenure, and Promotion Policy is guided by and is consistent with the policies and procedures stipulated in (1) the *KSU University Handbook*, and (2) the *College of Education Policies and Procedures Handbook*.

The department's annual merit evaluation policy identifies performance criteria for teaching, research, and service. The standards and expectations for reappointment, tenure, and promotion represent logical, reasonable, cumulative extensions of the standards that apply in annual performance evaluations.

Evaluation requires judgment. The faculty members of this department exercise their professional judgment that is consistent with the performance criteria, standards, and expectations for teaching, research, service, and academic citizenship when making recommendations for reappointment, tenure, and promotion.

### Reappointment Reviews for Faculty in Probationary Appointments

#### Standards for Reappointment

Faculty members on probationary appointments are evaluated annually to determine whether or not they will be reappointed for another year. These annual evaluations also serve as an opportunity to provide feedback to a faculty member on a probationary appointment about his or her performance in comparison to the department's criteria and standards for tenure (*KSU University Handbook*, section C 50).

The timeline for annual review of probationary appointments is specified by the college and university. This review typically takes place in the following semesters: 1<sup>st</sup> year probationary faculty in the spring semester, 2<sup>nd</sup> year in the fall, 3<sup>rd</sup> year in the fall (for mid-probationary review), 4<sup>th</sup> year in the spring, 5<sup>th</sup> year in the spring, and 6<sup>th</sup> year in the fall (for tenure and promotion).

For faculty appointed at the rank of assistant professor, the maximum probationary period for gaining tenure and promotion to associate professor consists of six regular annual appointments at K-State at a probationary rank (*KSU University Handbook*, section C 82.2). Faculty members on probationary appointments who have met the criteria and standards for tenure prior to the above maximum times may be granted early tenure (*KSU University Handbook*, section C 82.4).

Performance criteria for each rank are outlined later in this policy under "Criteria for Each Rank". Assistant professors seeking reappointment should meet or exceed minimum standards for each area of responsibility outlined for assistant professors under "Criteria for Each Rank".

## Annual Reappointment Procedures

1. The candidate for reappointment submits his/her reappointment materials to the department chair by the date specified by the college using the “Guidelines for Organizing Materials for Reappointment, Promotion, and Tenure for the Department of Curriculum and Instruction.”
2. Tenured members of the department have 14 days to review the reappointment materials. The cumulative record of written recommendations for each individual from previous reappointment reviews is also made available to the eligible faculty by the department chair.
3. The department chair then convenes the tenured members of the department to discuss the reappointment of each probationary faculty member. After this meeting, each tenured faculty member submits a ballot for each probationary faculty member.
4. Based on the faculty votes, the department chair will forward a written recommendation and accompanying explanations to the Dean, along with the candidate’s complete file, the majority recommendation, and unedited written comments of each of the department’s tenured faculty members. A copy of the department chair’s recommendation and accompanying explanations is given to the candidate at the same time (*KSU University Handbook*, section C 53.3).
5. After the candidate receives a copy of the written recommendation that is sent to the Dean by the department chair, the candidate will meet with the department chair and has the right to submit a written response for the file (*KSU University Handbook*, section C 53.3).
6. The Dean will examine the materials and notify the Provost and Senior Vice President of the College’s recommendation. If the reappointment decision is positive, the candidate will continue with employment in the next academic year. If the decision is negative, the candidate will receive notice of non-reappointment according to Appendix A of the University Handbook.

## Mid-Probationary Reviews

Mid-probationary review occurs in the third year of probationary appointments. This review provides the faculty member with substantive feedback from faculty colleagues and administrators regarding his or her accomplishments relative to the departmental tenure criteria. A positive mid-probationary review does not ensure that tenure will be granted in the future; nor does a negative review necessarily mean that tenure will be denied (*KSU University Handbook*, section C 92.1).

## **Procedures for Mid-Probationary Reviews**

1. The candidate for mid-probationary review submits his/her mid-probationary materials to the department chair by the date specified by the college using the “Guidelines for Organizing Materials for Reappointment, Promotion, and Tenure for the Department of Curriculum and Instruction.”
2. Tenured members of the department have 14 days to review the mid-probationary materials. The cumulative record of written recommendations for each individual from previous reappointment reviews is also made available to the eligible faculty by the department chair.
3. Based on the faculty votes, the department chair will forward a written recommendation and accompanying explanations to the Dean, along with the candidate’s complete file, the majority recommendation, and unedited written comments of each of the department’s tenured faculty members. A copy of the department chair’s recommendation and accompanying explanations is given to the candidate at the same time (*KSU University Handbook*, section C 53.3)
4. After the candidate receives a copy of the written recommendation that is sent to the Dean by the department chair, the candidate will meet with the department chair and has the right to submit a written response for the file (*KSU University Handbook*, section C 53.3).
5. The Dean arranges to have the college’s Promotion and Tenure Committee formally review the candidate’s materials and solicits a recommendation from the committee for each candidate.
6. The Dean then meets with the candidate and the department chair to review the collective comments and recommendations from the department and the college’s Promotion and Tenure Committee.

## **Tenure Reviews**

### **Standards for Tenure**

There can be no simple list of accomplishments that, when achieved, guarantees that a faculty member will obtain tenure. Instead, tenure is granted. The granting of tenure is based on the assessment by the tenured faculty that a candidate has made outstanding contributions in appropriate academic endeavors. By granting tenure only to such individuals, the continued excellence of the university is ensured (*KSU University Handbook*, section C 100.1). A reappointment conferring tenure is made after favorable consideration of the qualifications and accomplishments of the candidate relative to departmental tenure criteria (*KSU University Handbook*, section C 100.2).

This department recognizes that tenure is not a right accorded to every faculty member, nor is it granted simply as a result of a candidate's routinely meeting assigned duties with a record free of notable deficiencies (KSU *University Handbook*, section C 100.3).

Faculty members in the final year of probation will be automatically reviewed for tenure unless they resign. A faculty member may request an early tenure review (KSU *University Handbook*, Section C 110).

As noted in the KSU *University Handbook* (Section C 81), assistant professors may not be accorded tenure except in special circumstances approved by the provost. Tenure may be granted to those on full-time probationary appointments at the rank of associate professor or above. Tenure may be granted simultaneously with promotion to the rank of associate professor. Generally, the criteria for tenure are the same for promotion to associate professor.

The university uses a selective process in awarding tenure to secure a faculty of the highest possible caliber. To be tenured, faculty members must be experts in their field. (KSU *University Handbook*, section C 90). The university uses an extended probationary period to provide opportunity to assess a candidate's ability to contribute to the expertise and the versatility expected of the faculty at K-State (*University Handbook*, section C 91).

When making tenure decisions, the department and university are best served by individuals who are experts in their field or discipline, who meet or exceed performance criteria for his or her respective rank, who meet or exceed expectations in annual reviews, who take actions that are consistent with the missions of the department and college, who perform well across all assigned duties (e.g., teaching, research, service) in a variety of ways, and who exhibit academic citizenship. Whereas a portion of the tenure decision may be based on demonstrated individual excellence, the core of the decision is based on the individual's contribution to the institutional community and the missions to be served.

### **Performance Evidence**

During the probationary period, the candidate for tenure must receive performance evaluations which:

- Provide evidence and capacity as reflected by consistently meeting performance goals as developed and agreed upon by the department chair and/or faculty as part of the annual Performance Contract/Load Agreement document.
- Indicate meeting or exceeding expectations for assistant professors as documented in the annual merit document. Merit evaluation expectations for assistant professors are consistent with the "Criteria for Each Rank" outlined later in this policy.
- Provide sufficient documentation of performance to warrant promotion to associate professor as identified under "Criteria for Each Rank" later in this policy.

### **Procedures for Tenure Reviews**

1. The candidate for tenure submits his/her tenure materials to the department chair by the date specified by the college using the "Guidelines for Organizing Materials for Reappointment, Promotion, and Tenure for the Department of Curriculum and Instruction."

2. A minimum of three outside reviewers recognized as leaders in the candidate's discipline or profession will be asked to advise (KSU *University Handbook*, section C 36.1 and C 112.2). The selection of outside reviewers will be made in consultation with the candidate and the department chair.
3. Tenured members of the department have 14 days to review the tenure materials. The cumulative record of written recommendations for each individual from previous reappointment reviews is also made available to the eligible faculty by the department chair. Then, tenured faculty in the department will complete ballots regarding the qualification of the candidate for tenure.
4. Based on the faculty votes, the department chair will forward a written recommendation and accompanying explanations to the Dean, along with the candidate's complete file, the majority recommendation, and unedited written comments of each of the department's tenured faculty members. A copy of the department chair's recommendation and accompanying explanations is given to the candidate at the same time (KSU *University Handbook*, section C112.5).
5. After the candidate receives a copy of the written recommendation that is sent to the Dean by the department chair, the candidate will meet with the department chair and has the right to submit a written response for the file.
6. The Dean arranges to have the college's Promotion and Tenure Committee formally review the candidate's materials and solicits a recommendation for each tenure candidate.
7. The Dean will examine the materials and notify the candidate of his or her tenure recommendation to the Deans' Council (KSU *University Handbook*, section C113.3). The candidate is informed of the college's recommendations prior to the time the file and recommendations are forwarded to the Deans' Council. The candidate may withdraw from further consideration for promotion by submitting to the dean a written request for withdrawal (KSU *University Handbook*, section C 113.4).

## Tenure-Track Promotion Reviews

### **Standards for Promotion**

Faculty members may expect to advance through the academic ranks (assistant professor, associate professor, and professor) on the basis of demonstrated individual merit in relation to their association with the University's mission and with their own disciplines as demonstrated in their teaching, research, and service. Each higher rank demands a higher level of accomplishment (KSU *University Handbook*, section C 120).

Promotion is based upon an individual's achievements related to the specific job description, standards, and guidelines developed by departmental faculty members in consultation with the department chair and the dean (KSU *University Handbook*, section C 120.2).

Promotion to assistant professor reflects an acceptable level of achievement and potential for excellence in teaching, research, and service.

Promotion to associate professor rests on substantial professional contributions that reflect excellence in teaching, research or other creative endeavor, or directed or non-directed service. For faculty appointed at the rank of assistant professor, the maximum probationary period for gaining tenure and promotion to associate professor consists of six regular annual appointments at K-State at a probationary rank (*KSU University Handbook*, section C 82.2). Faculty members on probationary appointments who have met the criteria and standards for tenure prior to the above maximum times may be granted early tenure (*KSU University Handbook*, section C 82.4).

Promotion to professor is based on attainment of excellence in the assigned responsibilities of the faculty member and recognition of excellence by all appropriate constituencies. While there is no explicit time in rank required for promotion from associate professor to professor, the median time for promotion to professor at K-State has been about six years. Promotion to professor may be granted earlier when the faculty member's cumulative performance at rank clearly merits the standards for promotion (*KSU University Handbook*, section C 131).

Successful candidates for promotion will demonstrate superior professional accomplishment and excellence in the performance of their assigned duties. The assessment of a faculty member's performance upon which a recommendation regarding promotion will be based must reflect the professional expectations conveyed during annual evaluation (*KSU University Handbook*, section C 140).

### **Performance Evidence**

Provide sufficient documentation of meeting the performance criteria for the rank to which they aspire (Criteria for each rank are outlined later in this policy.).

### **Procedures for Promotion Reviews**

1. The candidate for promotion submits his/her promotion materials to the department chair by the date specified by the college using the "Guidelines for Organizing Materials for Reappointment, Promotion, and Tenure for the Department of Curriculum and Instruction."
2. A minimum of three outside reviewers recognized as leaders in the candidate's discipline or profession will be asked to advise (*KSU University Handbook*, section C 36.1 and C 112.2). The selection of outside reviewers will be made in consultation with the candidate and the department chair.
3. Faculty members of the department who hold a rank equal to or higher than the rank being sought by the candidate have 14 days to review the promotion materials and complete ballots regarding the qualification of the candidate for promotion.
4. Based on the faculty votes, the department chair will forward a written recommendation and accompanying explanations to the Dean, along with the candidate's complete file, the majority recommendation, and unedited written comments of each of the department's



eligible faculty members. A copy of the department chair's recommendation and accompanying explanations is given to the candidate at the same time (*KSU University Handbook*, section C152.5).

5. After the candidate receives a copy of the written recommendation that is sent to the Dean by the department chair, the candidate will meet with the department chair and has the right to submit a written response for the file.
6. The Dean arranges to have the college's Promotion and Tenure Committee formally review the candidate's materials and solicits a recommendation for each promotion candidate.
7. The Dean will examine the materials and notify the candidate of his or her promotion recommendation to the Deans' Council. The candidate is informed of the college's recommendations prior to the time the file and recommendations are forwarded to the Deans' Council. The candidate may withdraw from further consideration for promotion by submitting to the dean a written request for withdrawal (*KSU University Handbook*, section C 153.4).

## Criteria for Each Rank

These are the criteria for judging the merit of a faculty member's activities at each rank.

### **Assistant Professor**

These are the expectations for performance of an assistant professor.

#### Teaching

Teaching responsibilities are organized in three subsections: instruction, supervision, and advising.

#### ***Instruction***

- Conducts all assigned classes for the scheduled number of contact hours.
- Is available and accessible and provides acceptable advising to students in substance and attitude.
- Provides evidence of currency in the subject field through the syllabi, class assignments, materials, and other means; continuously updates course material; and includes all necessary syllabi information following college and university guidelines.
- Teaches in ways that enhance student learning.
- Demonstrates the ability to effectively communicate with students during instruction.
- Regularly conducts departmentally approved evaluations of all courses and submits course evaluations as required by the department's annual merit evaluation policy.
- Uses evaluation results to improve teaching.
- Gives attention to the needs of diverse students.

- Includes content and guidelines deemed necessary by the department and college.
- Holds high academic and professional standards.

### ***Supervision***

- Fulfills all assigned supervisory duties in an acceptable and timely manner.
- Demonstrates the ability to effectively communicate with students and school-based personnel during supervision.

### ***Advising***

- Demonstrates progress toward being a certified member of the graduate faculty, which would enable advising doctoral students.
- Serves as an effective chair for master's degree students and/or effective committee member for masters or doctoral students.
- Demonstrates the ability to effectively communicate with students during advising.
- Provides students with accurate and appropriate guidance when advising students.

### **Research, Scholarship, and Creative Endeavors**

The faculty takes a broad view of acceptable research in line with that defined by Ernest Boyer (1990) in *Scholarship Reconsidered*. Consistent with this broad view of acceptable research, faculty members appointed at the rank of assistant professor should provide evidence of the following:

- Attains graduate faculty membership status.
- Demonstrates initiative and skill in developing a research and scholarly agenda and conducting research.
- Provides evidence of research and scholarly productivity through the combination of several of the following indicators:
  - Refereed journal articles
  - Funded or highly rated grant proposals
  - The creation of original products (e.g., books, book chapters, CDs, etc)
  - Specialized curriculum materials
  - Scholarly websites and/or digital publications
  - High quality performance assessments that are data driven, analytic/reflective in character, and peer reviewed (e.g., KSDE program reports, NCATE reports, grant reports, or other technical documents)
  - Data driven, analytic/reflective consultative activity designed to improve public school effectiveness (e.g., analysis of school and student needs and the development of curricular interventions and professional development resulting in school improvement, higher AYP scores, improved school district/building-level state test scores)
- Disseminates research and scholarly activity through presentations at local, state, national, or international professional conferences.

- Demonstrates currency in the discipline by applying recent research to his or her instruction, supervision, advising, research, and service.
- Takes actions to strengthen knowledge and skills concerning research and scholarly activities.

### Service

- Regularly attends and participates in meetings and activities at the departmental and college levels.
- Contributes to departmental discussions and actions in departmental meetings.
- Serves on department, college, and university committees when needed and makes appropriate contributions to these committees.
- Contributes to the curriculum development and assessments needed by the department.
- Provides evidence of participation and service in appropriate professional organizations at the state, regional, or national levels.
- Provides evidence of active contributions to the profession in a variety of venues.
- Provides contributions to schools (e.g., working with PDSs in professional development or research projects).

### Academic Citizenship

All faculty members are expected to conduct themselves in ways that foster goodwill, harmony, and collegiality within the department. They are expected to contribute to the pursuit of departmental goals, protect the self-esteem of students and colleagues, mentor colleagues, and generally contribute to creating a congenial academic environment for the department and its faculty. Examples consistent with positive academic citizenship include:

- Regular attendance at departmental and college faculty meetings, except when professional obligations interfere.
- Willingness to accept his/her share of responsibility for departmental, college, and university committee assignments.
- Maintaining professional rapport with colleagues, staff, and students.
- Contributing to common goals of the department.
- Honoring the confidence of departmental discussions involving personnel or other sensitive issues.
- Expressions of respect for and support of colleagues, even when disagreements arise.
- Supporting an atmosphere of academic freedom, inquiry, and respect for the academic rights of others.

### **Associate Professor**

What follows are the expectations for an associate professor. If an assistant professor has demonstrated sufficient performance in the following areas, then that person is eligible for consideration for promotion to associate professor.

All criteria listed for assistant professors also are expected for associate professor. Faculty member appointed at the rank of Associate Professor should also provide evidence of a

combination of several of the following indicators. Each higher rank demands a higher level of accomplishment.

### Teaching

#### ***Instruction***

- Meets all criteria for instruction expected of assistant professors.

#### ***Supervision***

- Meets all criteria for supervision expected of assistant professors.

#### ***Advising***

- Meets all criteria for advising expected of assistant professors.
- Graduate faculty certification that enables advising doctoral students.
- Serves as an effective chair for masters and/or doctoral committees.

### Research, Scholarship, and Creative Endeavors

- Meets all criteria for research and scholarly activity expected of assistant professors.
- Scholarly productivity recognized and respected by outside reviewers.
- Develops an appropriate research and scholarly agenda and demonstrates progress toward the goals of his or her research and scholarly agenda.
- Attains graduate faculty certification status.
- Demonstrates accomplishment of the goals of his or her research and scholarly agenda.
- Produces additional creative products as a result of the research and scholarly agenda.

### Service

- Meets all criteria for service expected of assistant professors.
- Demonstrates increasing levels of state, national, or international service in a variety of venues.
- Serves as a mentor for other faculty members as requested.
- Provides leadership in curriculum development and assessments for the department and college.

### Academic Citizenship

- Meets all criteria for academic citizenship expected of assistant professors.

### **Professor**

What follows are the expectations for a professor. If an associate professor has demonstrated sufficient performance in the following areas, then that person is eligible for consideration for promotion to professor.

All criteria listed for assistant and associate professors also are expected for a full professor. Faculty members appointed at the rank of professor should also provide evidence of a

combination of several of the following indicators. Each higher rank demands a higher level of accomplishment.

### Teaching

#### *Instruction*

- Meets all criteria for instruction expected of associate professors.

#### *Supervision*

- Meets all criteria for supervision expected of associate professors.

#### *Advising*

- Meets all criteria for advising expected of associate professors.

### Research, Scholarship, and Creative Endeavors

- Meets all criteria for research and scholarly activity expected of associate professors.
- Produces a substantial number of creative products as a result of the research and scholarly agenda.
- Continues to develop and maintain a research agenda and scholarly activity that results in publications and creative products that are recognized and respected by authorities in the field.

### Service

- Meets all criteria for service expected of associate professors.
- Demonstrates evidence of substantial service and/or leadership roles in a variety of venues.
- Positively and proactively mentors junior colleagues.
- Provides leadership in critical analyses of departmental and college issues.

### Academic Citizenship

- Meets all criteria for academic citizenship expected of associate professors.

## Section VIII Non Tenure-Track Promotion Review

### Process for Promotion

The process for promotion of individuals holding the non-tenure track positions at any rank involving Instructor, Advanced Instructor, Senior Instructor, Professor of Practice, Senior Professor of Practice, Teaching Assistant/Associate/Full Professor, and Research Assistant/Associate/Full Professor are similar to the processes for tenure-track/tenured faculty that are described in Section C110 - C116.2 and C150 - C156.2 of the University Handbook. The average time is rank is five years although longer or shorter periods of time in rank are possible.

Each candidate who is seeking promotion will submit both a current curriculum vitae and a portfolio, therein documenting related professional achievements and activities to the Department Chair. Examples of possible portfolio contents follow.

### **Instructor (for promotion to Advanced or Senior Instructor)**

- *Teaching Statement.* A one-page summary that highlights significant achievements, innovative approaches, and specific attempts to improve instruction. The statement should provide contextual information (e.g., class size, subject focus) or other factors helpful in interpreting the teaching record.
- *Syllabi.* A course syllabus for each course taught is required. Syllabi for all courses should be submitted to the Chair of the Department at the beginning of the semester. These syllabi should have the required course syllabi statements (academic honesty, accommodations, etc.) required by the University and College.
- *Student Evaluations.* TEVAL reports for all courses taught are required. A copy of the summary printouts of student evaluations, including student comments, should be submitted to the Department Chair at the end of each semester. TEVALS may be completed in-class or online. To create an online TEVAL go to: <http://www.kstate.edu/its/training/TEVAL/intro.htm>.
- *Teaching Examples.* Sample instructional materials or activities that reflect performance may be included.
- *Peer Evaluations* (optional).

### **Teaching Assistant Professor (for promotion to Teaching Associate Professor and Teaching Professor)**

- *Teaching Statement.* A one-page summary that highlights significant achievements, innovative approaches, and specific attempts to improve instruction. The statement should also provide contextual information (e.g., class size, subject focus) or other factors helpful in interpreting the teaching record.
- *Syllabi.* A course syllabus for each course taught is required. Syllabi for all courses should be submitted to the Chair of the Department at the beginning of the semester. These syllabi should have the required course syllabi statements (academic honesty, accommodations, etc.) required by the University and College.
- *Student Evaluations.* TEVAL reports for all courses taught are required. A copy of the summary printouts of student evaluations, including student comments, should be submitted to the Department Chair at the end of each semester. TEVALS may be completed in-class or online. To create an online TEVAL go to: <http://www.kstate.edu/its/training/TEVAL/intro.htm>.
- *Teaching Examples.* Sample instructional materials or activities that reflect performance may be included.
- *Peer Evaluations* (optional).

### **Professor of Practice (for promotion to Senior Professor of Practice)**

- *Statement of Practice.* A one-page summary that highlights significant achievements, innovative approaches, and specific attempts to improve interaction with external groups and organizations. The statement should provide contextual information (e.g., class size, subject focus) or other factors helpful in interpreting the record of external interactions.

- *Workshop Agendas, Observation Notes, and/or Syllabi.* These documents should be submitted to the Chair of the Department at the beginning of the semester. Syllabi should have the required course syllabi statements (academic honesty, accommodations, etc.) required by the University and College.
- *Feedback.* A collection and analysis of solicited and unsolicited feedback from clients/stakeholders.
- *Additional Evidence.* Other evidence of effective professional and community collaboration such as seeking or securing external funding.

**Research Assistant Professor (for promotion to Research Associate Professor or Research Professor)**

The faculty takes a broad view of acceptable research in line with that defined by Ernest Boyer (1990) in *Scholarship Reconsidered*. Consistent with this broad view of acceptable research, faculty members should provide evidence of the following:

- Attains graduate faculty membership status.
- Demonstrates initiative and skill in developing a research and scholarly agenda and conducting research.
- Provides evidence of research and scholarly productivity through the combination of several of the following indicators:
  - Refereed journal articles
  - Funded or highly rated grant proposals
  - The creation of original products (e.g., books, book chapters, CDs, etc.)
  - Specialized curriculum materials
  - Scholarly websites and/or digital publications
  - High quality performance assessments that are data driven, analytic/reflective in character, and peer reviewed (e.g., KSDE program reports, NCATE reports, grant reports, or other technical documents)
  - Data driven, analytic/reflective consultative activity designed to improve public school effectiveness (e.g., analysis of school and student needs and the development of curricular interventions and professional development resulting in school improvement, higher AYP scores, improved school district/building-level state test scores)
- Disseminates research and scholarly activity through presentations at local, state, national, or international professional conferences.
- Demonstrates currency in the discipline by applying recent research to his or her instruction, supervision, advising, research, and service.
- Takes actions to strengthen knowledge and skills concerning research and scholarly activities.
- Consults, supervises, and assists graduate student research.

In addition to the curriculum vitae and portfolio, a statement of professional goals and objectives for the following five-year period is to be submitted. If a promotion is recommended, it may either be a regular appointment of one year that is entitled to Notice of Non-Reappointment or a

term appointment for a period of one to three years with no Notice of Non-Reappointment being required.

After consultation with the members of the tenured and tenure track faculty of the Department, the Department Chair will make recommendations concerning promotion of an individual(s) holding a non-tenure track regular or term appointment/s to the Dean of the College.



## Section IX: Professorial Performance Award

### Purpose

The policies and procedures that appear below delineate the manner in which candidates in the Department of Curriculum and Instruction are recommended for the Professorial Performance Award. The policies and procedures are governed by the University Handbook (Sections C49.1 through C49.14) and conform to the guidelines issued by the Office of the Provost on February 15, 2006.

### Philosophy & Award Eligibility

“The Professorial Performance Award is not a right accorded to every faculty member at the rank of Professor. Nor is it granted simply as a result of a candidate’s routinely meeting assigned duties with a record free of notable deficiencies” (University Handbook, C49.1). The award should be based on “the attainment of excellence in the assigned duties of the faculty member and recognition of excellence by all appropriate constituencies” (see C120.2).

Department of Curriculum and Instruction faculty fully support this concept. Eligibility criteria for this award include the following:

- The candidate must be a full-time professor and have been in rank at least six years since the last promotion or professorial performance award;
- The candidate must show evidence of “sustained” productivity in at least the last six years before the performance review; and
- The candidate’s productivity and performance must be of a quality comparable to that which would merit promotion to professor according to “current” approved departmental standards<sup>1</sup> as indicated under “Criteria for Each Rank”.

### Procedures

The candidate shall inform the department chair in writing of her/his intention to apply for the Professorial Performance Award and shall submit “... a file that documents her or his professional accomplishments for at least six years in accordance with the criteria, standards, and guidelines established by the department” (C49.5). Upon receipt of such a request and appropriate supporting documentation, the Chair shall notify all eligible voting members of the department faculty. The department defines eligibility, for purposes of the Professional Performance Award, as those persons who presently hold the rank of Professor and whose academic appointment is in Curriculum and Instruction. The Chair shall then make the candidate’s materials available for review and obtain a vote concerning the merit of the candidate’s petition for award consideration. The vote shall occur by dated ballot showing the signature of each eligible voting member indicating Yes/No/Abstain. When voting has been completed, the Chair will construct a summary ballot representing the vote of the eligible faculty.

Additionally, this summary ballot will contain a signature line for Yes/No for the department chair's recommendation (note: the Chair may not abstain). A simple majority vote by the eligible faculty shall be sufficient to advance the candidate for consideration by the department chair.

If the department chair is willing to support the faculty's affirmative recommendation, the chair shall affirmatively sign and transmit the ballot to the Dean of the College of Education and shall confirm transmission of the signed ballot through a letter simultaneously sent to both the Dean of the College and the award candidate. If the Chair cannot support the faculty's affirmative recommendation, he/she will notify the voting faculty and the candidate in writing of the decision. The voting faculty shall have the option to elect a spokesperson to convey and explain the majority position to the Dean of the College. If the eligible voting faculty cannot recommend the candidate, the chair will inform the applicant in writing and the process for seeking recourse as described in the University Handbook will be followed [C49.9-C49.11].

## Section X: Post-Tenure Review Policy

### Statement of Philosophy and Purpose

The purpose of post-tenure review at Kansas State University is to enhance the continued professional development of tenured faculty. The process is intended to encourage intellectual vitality and professional proficiency for all members of the faculty throughout their careers, so they may more effectively fulfill the mission of the university. It is also designed to enhance public trust in the University by ensuring that the faculty community undertakes regular and rigorous efforts to hold all of its members accountable for high professional standards.

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

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

### Procedures

1. Post-tenure review shall be conducted for tenured faculty every six years and shall conform to the timeline associated with the annual evaluation review as outlined in the *University Handbook*. The six-year post-tenure review clock shall be further defined to mean that post-tenure review will be conducted for all tenured faculty either every six years, or in the sixth year following promotion or awarding of a major university performance award. More specifically, the following events shall modify and reset the post-tenure review clock:
  - A. Application for promotion to full professor;
  - B. Application for the Professorial Performance Award (University Handbook 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 <http://www.k-state.edu/provost/resources/natlawards.html>).
2. Other exceptions to post-tenure review are as follows:
  - A. If the faculty member is already undergoing the review process for chronic low achievement, that process will be considered to serve in lieu of post-tenure review.
  - B. Any faculty member who has formally announced retirement through a written letter to the department/unit head, or has begun phased retirement, is exempt from post-tenure review.
3. The post-tenure review clock shall operate as follows:

- A. The academic year 2014-2015 shall be the first year of post-tenure review implementation.
  - B. Faculty holding the rank of full professor will be reviewed during the 2014-2015 cycle.
  - C. Faculty holding the rank of associate professor will be reviewed during the 2015-2016 cycle.
  - D. The review cycle will repeat in the respective academic years 2020-2021 and 2021-2022 for those faculty who have not received intervening promotions in rank or approved external awards.
  - E. The college will maintain a database indicating the review year for each affected faculty member.
4. Faculty undergoing a regular post-tenure review must submit the following materials collection:
    - A. The individual annual merit evaluation reviews received across each of the preceding six years.
  5. Faculty submitting a successful external award portfolio will be immediately approved for post-tenure review and shall be issued a letter by the department head indicating satisfactory completion of the post-tenure review requirement. Such letter shall bear a signature line for the faculty member showing agreement or disagreement.
  6. Faculty submitting the individual six-year collection of merit evaluation reviews shall be reviewed as follows:
    - A. The faculty member submits required documents to the department head.
    - B. The department head reviews the materials collection and summarizes the cumulative annual ratings in the areas of teaching, scholarship, and service.
    - C. The department head meets with the candidate to discuss findings.
    - D. If no overall annual rating across the six-year review period falls below MEETS STANDARDS, the post-tenure review process shall be declared complete and the department head shall issue a letter indicating satisfactory completion of the post-tenure review requirement.
    - E. If one or more annual ratings across the six-year review period falls below MEETS STANDARDS, the faculty member shall work with the department head to identify professional development activities in which the faculty member can participate. In all instances, the faculty member may add documentation in response to the post-tenure review outcome.

## Section XI: Chronic Low Achievement

### Purpose

This policy is intended to comply with the University Handbook requirements concerning chronic low achievement of a tenured faculty member. Chronic low achievement occurs when a faculty member's performance falls below minimum-acceptable levels of productivity.

If a faculty member has two successive evaluations or a total of three evaluations in any five-year period in which minimum standards are not met, then "dismissal with cause" will be considered at the discretion of the Dean of Education.

## Characteristics of the Policy

The chronic low achievement policies and procedures stated here are guided by and are consistent with the KSU University Handbook policy on faculty evaluations (Sections C 31.5—C 31.8). This policy has the following characteristics:

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

## Minimum-Acceptable Level of Productivity

Because assigned responsibilities of the Department of Curriculum and Instruction faculty are not identical, all established standards must be evaluated commensurate with the individual's assigned responsibilities.

Faculty members have responsibilities in teaching, research, and service. Productivity is assessed in each area as part of the annual merit evaluation. In the annual merit evaluation, one score is given for overall teaching responsibilities, which represents performance in the following subsections: instruction, supervision, and advising. To provide clarification in this policy for each of those subsections, minimum-acceptable responsibilities for each area are outlined separately.

Minimum-acceptable levels of productivity are outlined here.

### **Teaching**

Teaching responsibilities are organized in three subsections: instruction, supervision, and advising.

### Instruction

- Conducts all assigned classes for the scheduled number of contact hours.
- Posts reasonable office hours and is available during them.
- Follows the catalog course description in courses being taught.
- Provides evidence of currency in the subject field through the syllabi, class assignments, materials, and other means; continuously updates course material; and includes all necessary syllabi information following college and university guidelines.
- Teaches in ways to enhance student learning in assigned courses.
- Demonstrates the ability to effectively communicate with students during instruction.
- Regularly conducts departmentally approved evaluations of all courses and uses evaluation results to improve teaching.
- Gives attention to the needs of diverse students.
- Holds high academic and professional standards.

### Supervision

- Fulfills all assigned supervisory duties in an acceptable and timely manner.
- Demonstrates the ability to effectively communicate with students and school-based personnel during supervision.

### Advising

- Demonstrates the ability to effectively communicate in with students during advising.
- Provides students with accurate and appropriate guidance when advising students through their program.

### **Research, Scholarship, and Creative Endeavors**

- Demonstrates initiative and skill in developing research and scholarly activity.
- Demonstrates familiarity with recent research and scholarship in the field, and displays this in course syllabi, course content, and research activity.
- Provides evidence of research and scholarly productivity through the combination of several of the following indicators:
  - Refereed journal articles
  - Funded or highly rated grant proposals
  - Books and book chapters
  - Specialized curriculum materials
  - Scholarly websites
  - Demonstrates the capacity to engage in high quality performance assessments that are data driven, analytic/reflective in character, and peer reviewed (e.g., KSDE program reports, NCATE reports, grant reports, or other technical documents).
  - Demonstrates the positive impact of data driven, analytic/reflective consultative activity designed to improve public school effectiveness (e.g., analysis of school and student needs and the development of curricular interventions and professional development resulting in school improvement, higher AYP scores, improved school district/building-level state test scores).
- Presents at professional conferences

### *Service and Academic Citizenship*

All faculty members are expected to conduct themselves in ways that foster goodwill, harmony, and collegiality within the department. They are expected to contribute to the pursuit of departmental goals, protect the self-esteem of students and colleagues, mentor colleagues, and generally contribute to creating a congenial academic environment for the department and its faculty. Examples consistent with positive academic citizenship include:

- Maintains professional rapport with colleagues, staff, and students.
- Contributes to common goals of the department.
- Honors the confidence of departmental discussions involving personnel or other sensitive issues.
- Expresses respect for and support of colleagues, even when disagreements arise.
- Supports an atmosphere of academic freedom, inquiry, and respect for the academic rights of others.

Service expectations include:

- Regularly attends and participates in meetings and activities at the departmental and college levels.
- Serves on department, college, and university committees when needed and makes appropriate contributions to these committees.
- Contributes to the curriculum development and assessments needed by the department.
- Provides contributions to K-12 schools (e.g., working with PDSs in professional development or research projects).
- Provides evidence of establishing a positive and proactive collaborative relationship with colleagues (e.g., mentoring junior faculty).
- Provides evidence of participation and service in appropriate professional organizations at the state, regional, or national levels.
- Provides evidence of active contributions to the profession in a variety of venues.

## Annual Review Procedures

Every faculty member in the department undergoes annual merit evaluation. Based on the faculty member's performance, each area of assigned responsibility is given one of the following ratings:

- Exceeds Expectations (EE)
- Meets Expectations (ME)
- Falls Below Expectations, but Meets Minimum Standards (MMS)
- Fails to Meet Minimum Standards (FMS)

The rating of "Fails to Meet Minimum Standards" actually represents minimum-acceptable levels of productivity in a critical area of responsibility.

If a faculty member receives a rating of “Fails to Meet Minimum Standards” in even one area of critical importance to the department’s mission, then that faculty member may receive an overall rating of “Fails to Meet Minimum Standards.” This is true even if the percentage assigned to that faculty member’s area of responsibility represents less than 50% of that faculty member’s overall load allocation.

A rating of “Fails to Meet Minimum Standards” (FMS) in any section of the annual merit review will trigger actions by the department related to the Chronic Low Achievement Policy. As described in the department’s Annual Merit Evaluation Policy, the faculty member will receive a written evaluation from the department chair, including a discussion of the area that failed to meet minimum standards. Thus, minimum-acceptable levels of productivity are identified through the annual merit evaluation, and the faculty member is informed of the rating of “Fails to Meet Minimum Standards” through the merit evaluation letter prepared by the department chair.

## Procedures When An Individual Fails to Meet Minimum Standards (FMS)

**FMS in the Annual Merit Evaluation.** If a faculty member receives a rating of “Fails to Meet Minimum Standards” in any section of his or her annual merit evaluation, the department chair will notify the faculty member of that fact and discuss that issue in the merit evaluation letter sent to the faculty member.

**Meet with the Chair to Identify Remediation.** After receiving the annual merit evaluation letter in which there was a FMS rating, the faculty member will meet with the department chair to discuss ways to improve performance in that area. A written list of tentative actions will be prepared.

**Other Tenured Faculty Review the Tentative Plan.** A task force of four tenured faculty members will be selected by the department to review the tentative remediation plan. The department chair will inform the task force about all elements of chronic low achievement that are in Sections C 31.5—C 31.8 of the University Handbook. The task force may offer suggestions to change the plan. The final plan must be approved by the department chair, and the chair will notify the faculty member of the final written plan to be used.

**Implementing the Remediation Plan.** The faculty member will use the remediation plan as a means to improve performance in the new evaluation year. The faculty member must meet with the department chair once every two months as a means to monitor progress.

**The Next Evaluation Year.** In the next annual merit evaluation, the faculty member must report on the actions taken to improve performance in the target area and provide evidence of improvement. The names of faculty members who fail to meet minimum standards for the year following the remediation plan will be forwarded to the Dean of Education.

**Failing to Remediate May Lead to Dismissal with Cause.** If a faculty member has two successive evaluations or a total of three evaluations in any five-year period in which minimum standards



are not met, then “dismissal with cause” will be considered at the discretion of the Dean of Education.

## Section XII: Faculty Grievance Policy

From Appendix G of KSU Faculty Handbook:

*The Administrative Appeal and Grievance Policy and Hearing Procedures are part of the university's dispute resolution system. This policy is to provide a process for addressing grievances of faculty and unclassified professionals. In cases regarding the dismissal of a tenured faculty member, the policies and procedures of Appendix M of the University Handbook shall be followed. All reasonable efforts should be made by the aggrieved person to resolve the issue through the normal administrative and dispute resolution channels prior to submitting a grievance hearing request. KSU has several resources available to faculty and unclassified staff for dispute resolution. For more information see the Dispute Resolution web page.*

The Department of Curriculum and Instruction will follow the procedures of the KSU Faculty Handbook and utilize the mechanisms in the department and college in handling faculty grievances.

## Section XIII: Allocation of Funds

Faculty members reserve the right to request a meeting with the Chair for the purpose of making allocation recommendations concerning departmental budget issues.

## Section XIV: Committee Membership

The department, whenever feasible, ensures maximum representation on all college governance committees. Representation will be selected as delineated in Section IV.

## Section XV: Addenda

1. The C&I Department wishes to thank the Department of Educational Leadership's chair, David Thompson, for allowing use of the delineation of his Department's structure in several components of this document.
2. The department will encourage participation of new Tenure-Track faculty in the College Mentoring program. The program's current form can be found at:  
<http://www.coe.k-state.edu/about/govern/mentoring.htm>
3. The appendices of this document include the forms for tenure and promotion and merit review.

# Appendix A: Merit/Load Evaluation Form

Faculty Member:

A. TEACHING SCHEDULE

Course assignments (Do not include Independent Study, Student Teaching Supervision, Practicum or Internships)

## Spring Semester Schedule

---

| Course # | Title | Location | Credit | Time | Enrollment |
|----------|-------|----------|--------|------|------------|
|          |       |          |        |      | Totals     |

---

## Summer Term Schedule

---

| Course # | Title | Location | Credit | Time | Enrollment |
|----------|-------|----------|--------|------|------------|
|          |       |          |        |      | Totals     |

---

Fall Semester Schedule

---

| Course # | Title | Location | Credit | Time Enrollment |
|----------|-------|----------|--------|-----------------|
|          |       |          |        | Totals          |

---

Special assignments in lieu of a full teaching load:

2. Furnish the information for each of the following teaching responsibilities.

a. Independent Study

---

| Course # | Title | Location of Class | Last Name of Students |
|----------|-------|-------------------|-----------------------|
|----------|-------|-------------------|-----------------------|

---

b. Student Teaching

---

| Course # | Student's Last Name | Location of Field Experience | Full/Shared |
|----------|---------------------|------------------------------|-------------|
|----------|---------------------|------------------------------|-------------|

---

---

c. Practicum

---

| Course #<br>Students | Title | Location of Class | Last Name of |
|----------------------|-------|-------------------|--------------|
|----------------------|-------|-------------------|--------------|

---

d. Internships

---

| Course #<br>Students | Title | Location of Class | Last Name of |
|----------------------|-------|-------------------|--------------|
|----------------------|-------|-------------------|--------------|

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TEVAL AND OTHER TEACHING EVALUATION FORMS SHOULD BE ATTACHED.

B. ADVISEMENT

1. Undergraduate - (Spring semester list of enrolled students only)

---

| Number | Area(s) |
|--------|---------|
|--------|---------|

---

2. Graduate - (only those who are completed)

Completion Dates - December, March, May, August, and October, from graduation list

M.S. Non-thesis

| Name | Area | Name | Area |
|------|------|------|------|
|------|------|------|------|

Master's Committee  
Name

Name

---

M.S. Thesis

| Name | Area | Name | Area |
|------|------|------|------|
|------|------|------|------|

Master's Committees

Name

Name

Doctoral Advisor (Successful completion of preliminary examination during calendar year)

Name

Name

---

Doctoral Advisor (Successful defense of dissertation during calendar year)

Name

Name

---

Doctoral Committee (Successful completion of preliminary examination during calendar year)

Name

Name

---

Doctoral Committee (Successful defense of dissertation during calendar year)

Name

Name

---



C. UNIVERSITY SERVICE

Committee Membership

Name of Committee    Level\*            Hours in Attendance

---

Committee Chairperson

Name of Committee    Level\*    Hours in Attendance

---

\*Department, College of Education, University or other

Other Committee Activities including Faculty Meetings (Dept., COE, University)

Name of Meeting    Level\*            Hours in Attendance

---

D. PROFESSIONAL SERVICE

| Offices<br>Office Held Organization | Level* | Hours Required |
|-------------------------------------|--------|----------------|
|-------------------------------------|--------|----------------|

---

| Other Leadership Roles in Professional Service |              |        |                      |
|--|--------------|--------|----------------------|
| Role   | Organization | Level* | Hours Responsibility |

---

| General Professional Service (including presentations) |              |        |                      |
|--|--------------|--------|----------------------|
| Role   | Organization | Level* | Hours Responsibility |

---

\*Department, College of Education, University or other

E. PUBLIC SERVICE

| Role | Organization | Activity | Scope |
|------|--------------|----------|-------|
|------|--------------|----------|-------|

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F. RESEARCH/GRANT/CONTRACT ACTIVITIES/EDITORSHIPS

| Activity | Responsibility | Fund Source/Amount | Hours |
|----------|----------------|--------------------|-------|
|----------|----------------|--------------------|-------|

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| Program & Curriculum Development (including complete course syllabi) |       |                  |
|--|-------|------------------|
| Activity   | Scope | Responsibilities |

---

Other Activities

Activity

Scope Responsibilities

G.T.A.'s or G.R.A.'s Available for Support

G.T.A.

10ths/time & months

Assignment

---

G. PUBLICATIONS

1. Published

Title

Journal

Date

---

2. Accepted

Title

Journal

Date

## Appendix B: Promotion and Tenure Documentation

- I. Cover Sheets
  - a. Recommendation by the Dean
  - b. Recommendation by the Department Chair
- II. Description of Responsibilities During the Evaluation Period
- III. Statement by the Candidate
  - a. Statement of the Candidate's Accomplishments
  - b. Statement of Five-year Goals
- IV. Instructional Contributions
  - a. Summary of the Candidate's Instructional Activities
  - b. Summary of the Candidate's Instructional Quality
  - c. Other Evidence of Scholarship and Creativity in Instruction
- V. Research and Other Creative Endeavors
  - a. Summary of Research Activities
  - b. Listing of Research Publications and Creative Achievements
  - c. List of Grants and Contracts
- VI. Service Contributions
- VII. Cooperative Extension
- VIII. External Letters of Evaluation
- IX. Other Summary Information Considered Pertinent by the College
- X. Supporting Documents
  - a. Curriculum Vitae

**PROMOTION AND TENURE DOCUMENTATION**

**Recommendation by the Department Chair**

Department/unit: \_\_\_\_\_

A. Name of Candidate: \_\_\_\_\_

B. For tenure: Yes  If already tenured, date \_\_\_\_\_

C. For promotion: Yes  No  To rank of: \_\_\_\_\_

D. Current rank: \_\_\_\_\_ Year & Month Received \_\_\_\_\_

E. Average distribution of assignment:

Research: \_\_\_\_\_

Instruction: \_\_\_\_\_

Service: \_\_\_\_\_

Cooperative Extension: \_\_\_\_\_

Administration: \_\_\_\_\_

F. Highest degree: \_\_\_\_\_

Date degree was received: \_\_\_\_\_ ; Institution: \_\_\_\_\_

G. Years of professional experience prior to: KSU \_\_\_\_\_ ; at KSU \_\_\_\_\_

H. Years of prior service credited toward tenure consideration: \_\_\_\_\_

I have reviewed the documents contained herein and it contains all of the materials I wish to submit.

Candidate's Signature \_\_\_\_\_

To be completed by the Department Chair after departmental review

**Faculty Recommendation:**

| <b>Number eligible to vote:</b> | <b>Tenure</b> | <b>Promotion</b> |
|---------------------------------|---------------|------------------|
| Number voting YES               |               |                  |
| Number voting NO                |               |                  |
| Number Abstaining               |               |                  |
| Number absent and not voting    |               |                  |

Department Chair's recommendation: Yes  No

Department Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

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**DESCRIPTION OF RESPONSIBILITIES DURING THE EVALUATION PERIOD**

**SECTION II**

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(To be completed by Department Chair and signed by Candidate and the Chair.)

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Department Chair's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## STATEMENT BY THE CANDIDATE

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### Statement of the Candidate's Accomplishments

SECTION III - A

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(Instructions: Candidate is to provide a *one-page summary* of major achievements during the evaluation period at the local, regional, national, and international levels. Candidate may provide any other information he/she feels pertinent to the tenure/promotion decision. Summary is limited to the space provided below.)

## STATEMENT BY THE CANDIDATE

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### Statement of Five-Year Goals

SECTION III - B

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(Instructions: Candidate is to provide a *one-page statement* of the individual's five-year goals with respect to teaching, research, service, and any other scholarly activity. Statement is limited to the space provided below.)

## INSTRUCTIONAL CONTRIBUTIONS

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### Summary of the Candidate's Instructional Activities

SECTION IV - A

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(Instructions: Candidate is to provide a *one-page summary* of courses taught, student advisement, thesis supervision, and any other evidence of instructional productivity. Summary is limited to the space provided below.)

## INSTRUCTIONAL CONTRIBUTIONS

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### Summary of the Candidate's Instructional Quality

SECTION IV - B

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(Instructions: Candidate is to provide a *one-page summary* of evidence of instructional quality such as ratings, peer evaluations, evaluation of advisement, outcomes of instructional projects directed, awards, etc. Summary is limited to the space provided below.)

## INSTRUCTIONAL CONTRIBUTIONS

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### Other Evidence of Scholarship and Creativity in Instruction

SECTION IV - C

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(Instructions: Candidate is to provide a *one-page summary* of any other evidence of scholarship and creativity that promote excellence in teaching such as multimedia presentations, computer-aided instruction, innovative teaching methods, instruction-related publication, presentations, etc. Summary is limited to the space provided below.)

## RESEARCH AND OTHER CREATIVE ENDEAVORS

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### Summary of Research Activities

SECTION V - A

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(Instructions: Candidate is to provide *a one-page statement* of research and other creative activities. Statement is limited to the space provided below.)

## **RESEARCH AND OTHER CREATIVE ENDEAVORS**

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### **Listing of Research Publications and Other Creative Achievements**

SECTION V - B

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(Instructions: Candidate is to provide a list of publications and other creative achievements for the evaluation period. Include items accepted but not yet published/presented.)

## **RESEARCH AND OTHER CREATIVE ENDEAVORS**

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### **List of Grants and Contracts**

SECTION V – C

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(Instructions: Candidate is to provide a list of grants and contracts funded during the evaluation period. Include agency, funding level, duration, title, and collaborators. Candidate may provide a separate list of grants and contracts applied for, but not funded during the evaluation period.)



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## SERVICE CONTRIBUTIONS

## SECTION VI

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(Instructions: Candidate is to provide a statement of service contributions during the evaluation period. Statement should provide evidence of leadership. A list of committees on which the person served may be provided. Statement and committee listing *may not exceed two pages.*)

## COOPERATIVE EXTENSION

## SECTION VII

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(Instructions: Candidate is to provide a *one-page summary* of his/her cooperative extension record for the evaluation period. The statement should provide evidence of productivity, quality, creativity, and originality. A separate list of extension publications (including those accepted but not yet published), meetings, workshops, etc. may be provided.)

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**EXTERNAL LETTERS OF SUPPORT**

**SECTION VIII**

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(Instructions: After this cover page, enclose any external letters of support that were received. If the letters were sent directly to the department chair, that person will place the letters here for departmental review.)

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**OTHER SUMMARY INFORMATION CONSIDERED  
PERTINENT BY THE COLLEGE**

SECTION IX

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(Instructions: After this page, in chronological sequence provide a copy of the summary TEVAL report for each undergraduate and graduate class you taught in the last three years.)

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**SUPPORTING DOCUMENTS**

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**Curriculum Vitae**

**SECTION X-A**

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The candidate's *curriculum vitae* is on the following pages.

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