

Modern Languages

Department

Arts and Sciences

College

**Policy Statement Concerning:**

**Personnel Review and Evaluation Standards/Procedures**

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

Approved by Faculty Vote on ( 05/06/2017 )

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**Personnel Document - Department of Modern Languages**  
Reappointment, Tenure, Promotion & Annual Evaluation Procedures and Criteria  
Revised: May 6, 2017

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## **1. Introduction**

The following document outlines procedures regarding appointment, reappointment, yearly evaluations, tenure, promotion, and salary adjustments in the Department of Modern Languages. The *Personnel Document* complements the current version of the *University Handbook*, and describes in general terms the categories of professional responsibility (teaching and instructional support; research and scholarly activity; and institutional, professional, and community service activities). In some instances, it provides examples of possible activities; such examples are not intended to be exhaustive. The policies and procedures outlined in this document are designed to allow faculty members leeway in utilizing fully their particular talents and to provide ample opportunity for them to submit information to the head, the Personnel Committee, and the Tenure or Promotion Committee so that equitable and fair judgments of their professional contributions can be made.

Kansas State University is a research university. The Department of Modern Languages has both undergraduate and graduate programs. Thus, research is to be considered a normal part of all faculty members' duties. Five classes a year is accepted as a normal teaching load.

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

## **2. Personnel Committee**

The Personnel Committee of the Department of Modern Languages shall be composed of three (tenure-track and/or tenured) members, with no more than one representative from each language section. One of these three must be tenured. No faculty member may serve more than two consecutive years on the committee. When a Personnel Committee member completes two consecutive years of service, that person is ineligible to be a candidate in the subsequent Personnel Committee selection. Elections by secret ballot shall be held in the fall semester; terms shall begin on January 1. All eligible faculty members will be considered for election to the Personnel Committee. In the election, all tenure-track and tenured faculty, except for the department head, will vote to elect these representatives.

In order to assure continuity on the Personnel Committee, one member will serve a two-year term. To accomplish this, after the two new members are elected, a second secret ballot will elect the person who will serve the two-year term, and who will become chair of the committee in the second year.

To mitigate inequities in salary, the Personnel Committee will review faculty salaries at least every five years (in years ending in zero and five) and suggest equity adjustments if warranted.

The Personnel Committee will also function as the Departmental Committee on Planning.

## **3. Appointment Procedures**

The department head will form search committees in consultation with the faculty. Search committee members will be drawn from faculty of Modern Languages and from other departments as needed. A student may be asked to serve on search committees per recommendation and approval of the tenured faculty members serving on the committee. The Search Committee, in consultation with the head, will be responsible for collecting vitae and other pertinent materials, evaluating them, and making a recommendation for campus visits. As part of the search process, faculty members of the department will provide comments about those candidates after the campus visits. The search committee will consider this

feedback, and then make a list of the strengths and weaknesses of each candidate. They will also note the acceptability of each candidate and submit this information to the head. Before submitting a recommendation to the dean, the head shall relay his or her decision to faculty.

#### **4. Reappointment Procedures**

The head of the department will collect materials from each non-tenured faculty member being considered for reappointment. This will occur according to the calendar established by the Dean of Arts & Sciences. Materials will consist of:

- 1) Evidence of teaching and instructional support effectiveness: Student evaluations (generally TEVALs)<sup>1</sup> of all courses taught at K-State, syllabi and course materials.
- 2) Evidence of research and scholarly activity: Books, articles, proceedings; and papers presented at professional conferences; chairing or moderating at professional meetings; book reviews; and encyclopedia entries.
- 3) Evidence of service: Departmental or university committees, contributions to professional organizations, and pertinent community activities.

Faculty members may find it helpful to review suggestions for materials in Section 6. Materials should document all activity during the faculty member's entire appointment at K-State.

Once such materials have been collected, they will be held for a minimum of fourteen days in the departmental office for evaluation by those faculty members with tenure. The department head and tenured faculty will meet at least fourteen calendar days after the review documents are made available to discuss the candidate's eligibility for reappointment and progress toward tenure. The head may solicit comments from non-tenured faculty members. Each tenured faculty member will indicate a positive or negative recommendation to the head, who, in turn, will submit his or her recommendation to the dean. Before submitting this recommendation to the dean, the head will share its contents with the faculty member up for reappointment.

##### **4.1. Criteria for Reappointment of a Probationary Faculty Member**

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

###### *4.1.1. Teaching and Instructional Support*

The faculty member should document evidence of strong teaching skills and effectiveness. This should include all evaluations by students, course syllabi, and a narrative description of the courses taught. Submission of additional course materials is encouraged. In addition to the appropriateness in depth and breadth of the faculty member's course to the experience and skill level of the students, other relevant factors are good course administration and the ability to communicate well. Additional indicators of teaching effectiveness might include the successful direction of students in research or independent study, effective and diligent advising, the introduction of new and/or revised courses, or teaching awards or special recognition.

Faculty with special responsibilities as coordinators of basic language programs in their sections shall

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<sup>1</sup> The term "TEVAL" or "student evaluations" will be used interchangeably throughout this document to refer to any student course evaluation instrument (e.g. TEVAL, IDEA).

have this contribution taken into account. The head shall consult other faculty members and graduate teaching assistants in order to assess the quality of the supervision.

#### *4.1.2. Research and Scholarly Activity*

Evidence of ongoing research and scholarly activity must be submitted. For example, the preparation and submission of scholarly articles, ongoing work on more extensive manuscripts, the presentation of papers or workshops at professional conferences, or the publication of book reviews. Although there is no annual quota on research and scholarly activity output, it is expected that the candidate demonstrate the potential to meet the standards for promotion with tenure at the end of the probationary period.

#### *4.1.3. Service*

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

### **5. Description of Annual Evaluation of Faculty Members**

Faculty members must meet once a year with the head of the department at the beginning of the upcoming evaluation period to discuss:

- 1) The most recent evaluation (if the faculty member so desires).
- 2) The goals in teaching and instructional support, research and scholarly activity, and service for the upcoming evaluation period.

The previous year's narrative statement will be considered during the annual evaluation and goal-setting process.

#### **5.1. Annual Evaluation Procedure**

All tenure-track and tenured faculty must submit materials for review by the Personnel Committee and head. Materials evaluated for the calendar year shall reflect the faculty member's contributions in the areas of teaching and instructional support, research and scholarly activity, and service. These materials shall be presented to the Personnel Committee using the Departmental Activities Sheet (see Appendix I), accompanied by a narrative statement explaining the faculty member's activities (see suggestions regarding statement in Section 6).

##### *5.1.1. Sabbatical*

Faculty members who have been on sabbatical will submit student evaluations of all courses taught in the calendar year. The evaluation of the research and scholarly activity and service categories will follow the normal procedure. In the event that the faculty member is on sabbatical for an entire evaluation period (i.e. calendar year), teaching and service will be assessed by taking the average of the performance in those categories from the previous three evaluations. The evaluation of the research and scholarly activity category will follow the normal procedure. A faculty member may request, subject to the concurrence of the department head, that the total evaluation be figured from the three previous evaluations.

##### *5.1.2. Leave of absence*

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

##### *5.1.3. Phased Retirement*

Faculty members on phased retirement are expected to remain active and continue working towards the goals of the department. Consequently their yearly evaluation will cover the areas of teaching and

instructional support, research and scholarly activity, and service to a level commensurate with the terms of their contract and the mission of the department. The sum of the weights given to the three categories should be equal to the appointment held by the faculty member during that year. At the discretion of the head, the minimum/maximum weight for each category can be adjusted so as to correspond to the faculty member's duties and responsibilities. Faculty members on phased retirement will submit their evaluation material to the Personnel Committee as stipulated in the Personnel Document.

*5.1.4. Newly Appointed Faculty Members*

Newly appointed faculty members with no formal academic experiences at the assistant professor level or above shall be evaluated only on the basis of teaching for the first semester of their initial appointment. Newly hired faculty members with prior experience at the assistant professor level or above shall be treated as regular faculty for purpose of annual evaluations.

**5.2. Evaluation Scale**

Based upon the recommendation of the Personnel Committee and subsequent discussions, the head shall write for the individual tenured or tenure-track faculty member an evaluation in which that person's accomplishments in the areas of teaching and instructional support, service, and research and scholarly activity as well as an overall evaluation will be rated using a scale with the following categories:

3.5-4.0	Exceeded Expectations
2.5-3.4	Met Expectations
2.0-2.4	Acceptable (Below expectations, but has met minimum acceptable levels of productivity)
below 2.0	Unacceptable (Fallen below minimum acceptable levels of productivity)

The head's letter shall mention any significant achievements of the faculty member during the evaluation period under review. Such achievements may include a special reward or recognition or extraordinary service to the section, the department, the university, the profession, or the community. At the discretion of the head and upon recommendation of the Personnel Committee, this extraordinary achievement may be recognized by a higher rating in the relevant category. The annual evaluation is the basis for recommended salary adjustments for the next academic year. The percentage raise for all faculty members in a given category shall be approximately the same. For details regarding Merit Salary Increases, please see *University Handbook*, Sections C40-C48.3. The Personnel Committee need not place faculty members in each of the four categories, e.g. there may be no faculty member who Exceeds Expectations or is Unacceptable for a given area.

**5.3. Weighting of Responsibilities**

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

<b>Area</b>	<b>Minimum weight</b>	<b>Maximum weight</b>
Teaching	40%	60%
Research	25%	45%
Service	10%	25%

The maximum weighting factor in teaching shall normally not exceed 10% times the number of courses taught. However, under exceptional circumstances as noted below, an additional 5% may be added to the weight for teaching on agreement between the head and the faculty member to reflect the special duties of the latter during that year. For example, if a faculty member teaches at least five courses in a calendar year

(counting only regular load classes), exceptional circumstances may include: 1) a large total number of students in a given year, and 2) the difficulties inherent in the preparation and evaluation of the large classes. To receive this additional 5%, the faculty member must submit supporting documentation.

Example:

	<u>Teaching</u>	<u>Research</u>	<u>Service</u>	<u>Total</u>
Professor A	60%	25%	15%	100%
Professor B	40%	40%	20%	100%
Professor C	50%	25%	25%	100%

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

### 5.3.1. *Special Circumstances*

Faculty who teach fewer than five courses must negotiate the weighting factors for the teaching and instructional support, research and scholarly activity, and service categories with the head at the beginning of the spring semester. The total must equal 100 percentage points.

Faculty with special responsibilities as coordinators of basic language programs in their sections shall have this contribution taken into account (e.g. at the discretion of the head, service may be weighted more heavily while research and scholarly activity or teaching and instructional support is weighted less). The head shall consult other faculty members and graduate teaching assistants in order to assess the quality of the supervision. Faculty members who receive a reduction in teaching load to coordinate the basic language programs may still specify a weighting factor for teaching up to 50%.

## 6. Preparation of Materials for Annual Evaluation

To encourage faculty members to present most fully their professional contributions to the department, this document outlines the evaluation of the various categories of professional work. Lists, where they appear, are not intended to be exhaustive. Faculty members should feel free to submit additional information beyond what is required as supporting materials.

### 6.1. Teaching and Instructional Support

Faculty members must submit student evaluations for all courses taught in the year under review, including any summer and study abroad courses. Faculty members may select one class to be excluded from the TEVAL average, but that course should still be discussed in the narrative (see below). These evaluations should use the TEVAL. Alternatively, the IDEA or other form used within the university may substitute if the university requires that it be used for that course.

The rating obtained from the TEVAL forms for overall teaching effectiveness (the raw score) will correspond to 60% of the teaching and instructional support evaluation. The remaining 40% of the teaching evaluation will be determined by the Personnel Committee based on ratings from: 1) department-specific TEVAL questions (required), 2) the teaching statement (required), 3) syllabi from courses taught (required), 4) additional supporting teaching materials (optional), and 5) explanations of any special circumstances or responsibilities (optional, see below). The category of teaching and instructional support will be assigned a rating based on the following scale:

3.5-4.0	Exceeds expectations
2.5-3.4	Meets expectations



2.0-2.4	Acceptable
below 2.0	Unacceptable

### 6.1.1. Departmental Questions on Student Evaluations

The instructor will include the proposed departmental questions in all TEVALs. For each question, students will assign a number, 1 to 5, from strongly disagree to strongly agree.

The department-specific questions are:

- The instructor encouraged the use of the target language in class.
- The course promoted proficiency in the target language.
- The course promoted awareness of cultures where the target language is spoken.
- The course promoted critical thinking.
- The course promoted student creativity.
- The number of assignments (exams, compositions, and other graded work) was appropriate to the level of the class.
- The difficulty of assignments (exams, compositions, and other graded work) was appropriate to the level of the class.
- Assignments (exams, compositions, and other graded work) were relevant to course goals.
- Assignments (exams, compositions, and other graded work) helped me learn the material in this course.
- The instructor maintained class focus.
- The instructor was approachable.
- The instructor was responsive to student needs.

All twelve questions (in the order here) must be included on the departmental section of the TEVAL. For departmental courses approved to be taught in English, the instructor may opt to choose “N/A” on questions 1-3. Faculty members may include additional instructor-created questions on the TEVAL form. For multiple-section courses, faculty members should agree to use the same additional instructor-created questions.

### 6.1.2. Documenting Teaching and Instructional Support

In the teaching and instructional support section of the Departmental Activities Sheet, the faculty must list all courses taught and report the requested information for each course. To align the 5-point TEVAL scale with the 4-point evaluation scale, each TEVAL raw score for “Overall Teaching Effectiveness” is multiplied by .8 to scale it for the overall teaching evaluation score. Both the TEVAL raw score and its equivalent on the 4-point scale shall be listed on the Departmental Activities Sheet. Faculty members may also briefly note any special circumstances or responsibilities (which are explained in more depth in the narrative statement).

Examples of special circumstances:

- Large 700-level classes (12 or more)
- Large undergraduate classes (23 or more)
- Large total of students
- Major responsibility for multiple sections
- Distance students
- New courses
- Training and supervision of teaching assistants
- Conducting additional help sessions
- Directing M.A. theses

- Special studies, problems courses

Faculty must submit a statement of at most two pages describing the approach used in their courses, any special problems that presented in their courses and how they attempted to resolve those issues, and any remedies to problems encountered the last time the course was taught (if applicable). Faculty should submit copies of course syllabi along with their narrative statement. Faculty may submit additional materials optionally.

Some examples of additional materials are:

- Tests or other course materials
- Student papers, student portfolios, and student presentations
- Information on awards won by students
- MA theses supervised during evaluation year (only for MA thesis director) — notes from meetings, comments on submitted chapters, summary of project, etc.
- Statements of teaching philosophy
- Peer course observations and evaluations
- An explanation in case of a disagreement with the student evaluation of the course
- Reference to recent developments in the field which were utilized
- Materials accounting for the supervision of an independent study and/or other mentoring (e.g. developing scholars program)
- Funding letter for grants related to teaching and learning

### 6.1.3. *Rating Teaching and Instructional Support for Annual Evaluation*

The Personnel Committee will review the statement and supporting materials (focusing on the faculty member’s reflections about his/her teaching) and rate them on a four-point scale. This rating will then be combined with the average of the scaled TEVAL scores, weighing the TEVALs 60% and all other submitted materials 40%

## 6.2. **Research and Scholarly Activity**

For effective teaching, faculty members must be conversant with the latest research findings in their field in order to provide students with the most authoritative information and criticism available. They should also be familiar with pedagogical developments in the field of teaching language and literatures.

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

3.5-4.0	Exceeds Expectations	acceptance or publication of a scholarly book or textbook, or the acceptance or publication of two or more substantial articles or equivalent publications
2.5-3.4	Meets Expectations	acceptance or publication of <u>one</u> substantial article in peer-reviewed journal or equivalent publication*
2.0-2.4	Acceptable	2 of the following: papers presented at scholarly meetings (national and international), article in published proceedings, critical reviews, book reviews, documented research for an article, documented progress on a book, writing research grants
below 2.0	Unacceptable	little or no scholarly activity documented

\*Faculty members may also achieve Meets Expectations for one year if their work demonstrates progress toward publishable work beyond the standards for Acceptable.

Faculty members must provide a narrative statement that describes their work, and document acceptance for publication or for conference presentations by submitting letters of acceptance and copies of chapters, articles, papers, or book reviews, etc. Letters from colleagues commenting about specific research and

scholarly activities are also welcome. The Personnel Committee will review the major research and scholarly activity achievements of each faculty member in order to place him/her within a category. Note that Exceeds Expectations requires the publication of a book, textbook, two substantial articles or the equivalent. When determining whether an article is substantial; the publication venue, the faculty member's contribution (in the case of multiple-authored work), and the length will be considered. At the discretion of the Personnel Committee, a rating of "Exceeds Expectations" may be awarded to faculty who published an article in the most prestigious and selective venue. Faculty members should supply information about these points in their statement. Faculty are encouraged to publish scholarly books with the most prestigious presses. This will be reflected in ratings in the research category at the discretion of the Personnel Committee. The Personnel Committee will make every effort to guarantee consistency in each of these judgments.

Some examples of research and scholarly activities are:

- Books or textbooks (single- or co-authored)
- Articles accepted in refereed journals (single- or co-authored)
- Revisions of published books or textbooks
- Critical editions of literary works
- Papers presented at professional conferences
- Research and scholarly activity in digital formats (peer-reviewed)
- Translations
- Critical anthologies
- Annotated bibliographies
- Book reviews
- Organizing panels and chairing sections at conferences
- Ongoing research and scholarly activity
- Grants received
- Grant Proposals
- Belletristic works in the language of the faculty member's specialty

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

#### *6.2.1. Documenting Research and Scholarly Activity*

If faculty members wish to document progress on an article, book, textbook, etc., they should include in their narrative a description of the progress on their research project(s). Additionally, they may consider the following in their statement:

- Has the research suggested further avenues of study?
- Has it changed, modified, or enhanced the direction of the faculty member's theoretical position?
- Does the research have special significance for the field?
- Have colleagues here or elsewhere commented on the research?
- If it is ongoing research, at what stage is it? What are the plans regarding publication? Will the research appear in leading publication venues?
- If the work in progress is not for publication or to be read as a paper at a professional meeting, what bearing does it have on the faculty member's professional duties?

#### *6.2.2. Credit for ongoing Article, Book, or Textbook*

Credit for work in progress on an article can count for one year only. The term "book" means a scholarly monograph or textbook in the faculty member's area of expertise. A faculty member may declare ongoing research/progress for a book on the annual evaluation for the maximum period of five consecutive years at

Acceptable ranking (2.00). For co-authored work, the faculty member should describe his/her contribution to the project and provide documentation of this contribution. To receive ongoing credit for progress on a book the faculty member must include the following:

The name of the project

The number of years for which credit has been claimed (see 6.2.1). This will allow the PC to track on-going progress for books and articles.

Clear and concrete evidence of progress, such as completed chapters is required before credit can be allotted.

Evidence of any grants, articles or other activities that contributed to the book project.

No credit for an ongoing book or article will be granted unless at least one article has been published by the individual within the last three years.

Once the book is published, an additional three consecutive years of Exceeds Expectations (3.5) will be awarded. The faculty member must indicate the number of years for which credit has already been claimed. The faculty member can enhance that rating through evidence of other scholarly activity. Dissertations revised and published as books will receive three years of Exceeds Expectations rating (3.5); credit will be granted for ongoing progress at the discretion of the Personnel Committee (the faculty member should describe such progress in their statement). Critical editions, edited collections, and bibliographies, annotated or not, will not be counted as books. In addition, collections of previously published articles and publications from vanity presses will not be considered as books.

### 6.2.3. *Additional Research and Scholarly Activity Formats*

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

## 6.3. Service

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

3.5-4.0	Exceeds Expectations	Outstanding and/or extensive contributions to section and department in addition to outstanding and/or extensive contributions to one or more additional areas (university, profession, or community).
2.5-3.4	Meets Expectations	Outstanding and/or extensive contributions to section and department; or contributions beyond minimal in section and department as well as service to at least one additional area (university, profession or community).
2.0-2.4	Acceptable	Minimal, proportionate service at section and departmental level such as holding required number of office hours, proportionate advising of majors and/or graduate students, assisting with visiting scholars or students, regular attendance at meetings.
below 2.0	Unacceptable	Less than minimal service.

### 6.3.1. *Possible Service Activities*

Some examples of service activities at the various levels are:

#### 6.3.1.1. Section & Department

- Proportionate share of responsibilities (office hours, advising of majors and for study abroad, meeting with students, recruitment, regular attendance at meetings) in section and department
- Committees in section or department
- Member of M.A. or Ph.D. committee, but not chair as it is included in the teaching category
- Leading contributions in section (undergraduate or graduate advising, section head, scheduling, club advisor) and department
- Initiatives in section (organization of student events, departmental events, lectures, curricular proposals/reform, recruitment, etc.) and department
- Organizing and participating in departmental efforts in university initiatives (e.g. Open House, Majors Fair, Study Abroad Fair, All-University campaign, United Way)
- Departmental journals (e.g. STTCL)
- Search committees
- Student-centered activities

#### 6.3.1.2. University or College

- Interdisciplinary program committees
- University projects or partnerships
- Search committees and other committees
- Fund-raising

#### 6.3.1.3. Profession

- Service on the board of a journal or organizations
- Advanced placement reader
- Editorial service
- Evaluation of scholarly manuscripts, conference abstracts, or instructional materials
- Service at professional meetings (organizing panels, conferences, sessions, moderating, etc)
- Promotion reviews

#### 6.3.1.4. Community

In this category the following points may be considered:

- How much work was involved in each activity and what was the quality of the work?
- What was the significance and extent of the participation?
- Has the activity provided valuable experience and/or contributed to the understanding of the profession?
- How has this activity contributed to the department, the university, the profession or the community?

#### 6.3.2. *Documenting service*

Faculty members will submit brief narrative descriptions of their service activities. In this category the following points may be considered:

- Brief description of chief service activities and the faculty member's role in those activities
- Estimate of hours involved
- Organize activities by categories (e.g. departmental, university)
- Grants to fund service activities

## 7. Mid-Probationary Review

### 7.1. Mid-Probationary Review Procedures

The mid-probationary review will normally be conducted during the second semester of the probationary

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

The procedure for the mid-probationary review is similar to the review procedure for promotion and/or tenure, and is consistent with procedures outlined in the current version of the *University Handbook*. The format to be followed and the types of evidence to be provided will be the same as those for tenure/promotion. In addition to the documentation above, the faculty member should submit a three-year research and scholarly activities plan.

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

## **7.2. Mid-Probationary Review Criteria**

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

## **8. Tenure and Promotion**

### **8.1. Tenure Procedures**

The head shall collect all pertinent materials from the faculty member being considered for tenure. These will include a summary of his or her achievements and plans in research and scholarly activity, teaching and instructional support, and service in the format specified by the Office of Academic Personnel. The faculty member seeking tenure shall compile detailed information for each of the years employed at K-State in the following areas:

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

#### *8.1.1. Outside reviewers*

The candidate should submit his/her research materials in the spring of the fifth year for outside review. Evaluation of the candidate's dossier by recognized scholars in the candidate's area of expertise from institutions other than K-State are an essential part of this file. The following procedures will be used to select outside reviewers. The candidate will provide a list of five names. The head will choose two outside evaluators from this list. Similarly, the head in consultation with members of the candidate's section and other scholars will prepare a list of five names of potential evaluators. The candidate will have the right to delete any two of the five names. A total of at least four letters will be required, two from each list. However, if the candidate and the head mutually agree on one or more names, the total number of evaluators may be

limited to three. The outside evaluators must be associate or full professors. Should someone from the approved list decline the request to serve as an outside evaluator, another name from the two lists will be selected in the manner prescribed above until the requisite number of evaluators is obtained. If additional names on the list are required, they will be submitted by the candidate and the head in equal number. Should the head determine that there is a need for more than a total of four reviewers, the candidate has the right to select the same number of additional reviewers as the head.

## **8.2. Tenure recommendation**

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

## **8.3. Promotion Procedures**

Promotion is an acknowledgment of continued intellectual contribution to the department, the university, and the profession. For that reason, candidates for promotion will be judged by their accomplishments while at K-State. Any faculty member may make in writing nominations for promotion to any rank. Faculty members may also nominate themselves. Such nominations should be made to the head.

Candidates shall submit materials which contain all pertinent information about their teaching and instructional support, research and scholarly activity, and service efforts at K-State and, if appropriate, at other institutions. These materials shall be supplemented by letters from outside evaluators. The procedures shall be the same as those indicated above for tenure decisions, including the system by which outside reviewers are chosen. The evaluation and recommendation by the head and the faculty shall be consistent with the guidelines of the current edition of the *University Handbook*. Before submitting a recommendation on promotion to the dean, the head shall communicate his or her decision to the faculty member seeking promotion and to the faculty entitled to vote on the candidate's application for promotion (those holding the rank for which application is made).

## **8.4. Promotion Criteria**

The following criteria outlines expectations for promotion to each rank.

### *8.4.1. Promotion to Associate Professor*

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

- Teaching and Instructional Support: Demonstration of outstanding teaching since the last promotion (sustained ratings of Meets or Exceeds Expectations). This solid record of successful teaching is measured by student evaluations, the extent to which the candidate has contributed to the teaching mission of the section and/or department, the intellectual rigor of his or her courses, special teaching awards, pedagogical innovations, and similar considerations.
- Research and Scholarly Activity: Substantial achievement in an ongoing research and scholarly activity program since the last promotion. The minimum expectation is at least four single-authored, peer-reviewed substantial articles, essays in a collection, book chapters, or evidence of

other equivalent scholarly activity (see Section 6.2). However, the candidate may include in this total, in consultation with the head, collaborative or belletristic published work. The research may be carried out in theoretical or practical criticism, pedagogy or second language acquisition, linguistics, or the theory and practice of translation according to the candidate's area of expertise.

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

#### 8.4.2. *Promotion to Professor*

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

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

- Teaching and Instructional Support: Demonstration of outstanding teaching since the last promotion (sustained ratings of Meets or Exceeds Expectations). This solid record of successful teaching is measured by student evaluations, the extent to which the candidate has contributed to the teaching mission of the section and/or department, the intellectual rigor of his or her courses, special teaching awards, pedagogical innovations, and similar considerations.
- Research and Scholarly Activity: Demonstration of significant and consistent research and scholarly activity since the last promotion. The candidate is expected to have a national reputation in the field. This can be demonstrated by discussions of and references to his or her work in the scholarly literature, invitations to give lectures, presentations of papers, contributions of articles to edited collections, requests to referee manuscripts, and the like. The minimum expectations since the last promotion are: (1) a book or five refereed articles and (2) at least three single-authored, refereed substantial articles (see Section 6.2). Alternatively a faculty member may offer a second book in lieu of the additional three articles. After consultation with the head, the candidate may include in these totals collaborative or belletristic published work. The research and scholarly activity may be carried out in theoretical or practical criticism, pedagogy or second language acquisition, linguistics, or the theory and practice of translation according to the candidate's area of expertise.
- Service: Demonstration of a sustained and substantial record of service to the department. In addition, substantial service outside the department, for example, to the college, to the university, to the profession, or to the community, is expected. This means that the candidate has regularly and willingly accepted service assignments and has successfully performed his or her duties since the last promotion.

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

Because the department has faculty members serving in varied ranks and capacities in the various languages taught, how rank may affect yearly expectations will be dealt with on an individual basis in accordance with the provost's policy requiring each faculty member to set his or her own yearly goals. In all of the following categories, the department assumes that each tenured faculty member will uphold high standards of professional honesty and integrity in each category. If a tenured faculty member receives an overall evaluation below Meets Expectation or an evaluation of Unacceptable in any area (teaching and instructional support, research and scholarly activity, or service) for two consecutive years or three out of five years, this will constitute evidence of chronic low achievement and warrant consideration for dismissal



for cause. For further clarification of the purpose of minimum standards and their use, consult the *University Handbook*, Section C31.5 - 31.8.

### **9.1. Teaching and Instructional Support**

Minimum requirements for retention in teaching include the following:

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

### **9.2. Research and Scholarly Activity**

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

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

### **9.3. Service**

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

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

### **9.4. Procedure for Appealing an Evaluation**

In the event that a faculty member receives an overall rating of fails to meet minimum-acceptable standards in any area, the faculty member may appeal said rating to the General Faculty Grievance Board, following

the procedures outlined in Appendix G in the *University Handbook*.

## **10. Post-Tenure Review**

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

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. (See *University Handbook*, Appendix W.)

### **10.1. Review Procedures**

The post-tenure review will take place every six years after promotion to Associate Professor, except in cases outlined in 11.2 below, and will be conducted by the head. The head will collect from the faculty member under review a current CV and a 1-2 page summary of the faculty member's activities since the last promotion or post-tenure review and statement of goals for teaching, research, and service for the next three years. Additionally, the head will consult the six previous annual evaluations. If the faculty member has met or exceeded expectations on the previous six annual evaluations and has articulated appropriate goals for the next three years, this shall be considered an adequate post tenure review. The faculty member is expected to submit materials to the head during the semester of review and to meet with the head within two weeks of the completion of the review to discuss the faculty member's goals.

### **10.2. Review Timeline**

The post-tenure review will take place every six years after the date of promotion to Associate Professor or last equivalent review. In cases in which other thorough reviews are conducted between post tenure reviews, such as the review for the Professorial Performance Award, department head evaluation, promotion to professor or University Distinguished Professor, or other equivalent review, the six-year clock will be reset so that the next post-tenure review will take place six years after receiving that alternate review.

## **11. Professorial Performance Award**

The minimum criteria for these awards are:

1. 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.
2. The candidate must show evidence of sustained productivity in at least the last six years before the performance review.
3. The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to professor according to the current approved departmental standards (See Section 9.4.3).

The faculty member must notify the department head that he/she wishes to be considered for this award before January. At that time, the candidate will prepare a file which includes a current CV and a letter

requesting that he or she be considered for the Professorial Performance Award.

The Personnel Committee or the head may ask questions relating to the professor's performance before a decision is reached. The head, in consultation with the Personnel Committee, will subsequently make an appropriate recommendation to the dean. The candidate will have the opportunity to discuss the head's written evaluation and recommendation. In the case of a negative recommendation, the candidate may make a written appeal to the head and the dean. This must be done within seven working days of the initial discussion.

## **12. Non-tenure track positions**

The primary responsibility for persons on these appointments will be instruction, although the entire set of expectations must be clearly defined in the offer letter. The language below is adapted from the University Handbook section C12.

### **12.1. Instructors**

Individuals in these positions are not required to hold the terminal degree appropriate to the discipline, but should hold a Master's degree. Instructors are not eligible for tenure and are not eligible to vote on matters of tenure or promotion for tenure-track faculty.

#### *12.1.1. Term appointment: Instructor, Advanced Instructor, or Senior Instructor.*

These appointments may be full- or part-time positions. A term appointment carries no expectation of continued employment beyond the period stated in the contract. Service on a term appointment is not credited toward tenure, and the Standards for Notice of Non-reappointment in the University Handbook, Appendix A do not apply.

#### *12.1.2. Regular appointment: Instructor, Advanced Instructor, or Senior Instructor.*

These may be full- or part-time positions. An instructor at any rank on a regular appointment is a member of the general faculty, and is afforded all perquisites accorded to the general faculty, including Notice of Non-Reappointment or non-renewal, as appropriate (see University Handbook, Appendix A), with the exception that years of service on a regular appointment will not be counted towards tenure.

### **12.2. Teaching Professors**

It may be beneficial for the Department to hire faculty holding a PhD whose primary responsibility is teaching. Such faculty members may be hired to teach any of the languages offered by the department, regardless of whether a given language has an associated major (e.g., French, German, Spanish) or an associated minor (e.g., Chinese, Japanese, Russian), or is offered by the department so that students can fulfill the language requirement of their particular major in another language (e.g., Arabic, Hindi, Italian, Latin). The following descriptions of these positions is adapted from the University Handbook, section C12.4.

The primary responsibility for persons on these appointments is instruction. A component of the teaching appointment may include opportunity for scholarly achievement and service. Persons appointed to these positions will hold the terminal degree appropriate to the discipline. Faculty members on the Teaching Professor track are not eligible for tenure and are not eligible to vote on matters of tenure or promotion for tenure-track faculty.

#### *12.2.1. Term appointment: Teaching Assistant Professor, Teaching Associate Professor, or Teaching Professor.*

These appointments may be full- or part-time teaching track positions. A term appointment carries no

expectation of continued employment beyond the period stated in the contract. Service on a term appointment is not credited toward tenure, and the Standards for Notice of Non-reappointment do not apply.

#### *12.2.2. Regular appointment: Teaching Assistant Professor, Teaching Associate Professor, or Teaching Professor.*

These may be full- or part-time teaching track positions. Persons holding these positions are eligible for membership on the Graduate Faculty. A teaching professor at any rank on a regular appointment is a member of the general faculty and is afforded all perquisites accorded to the general faculty, including Notice of Non-Reappointment (see University Handbook, Appendix A), with the exception that years of service on a regular appointment will not be counted toward tenure.

### **12.3. Annual Evaluation of non-tenure track faculty members**

Once a year, normally in the spring semester, the non-tenure annual evaluation committee, will review all teaching evaluations from the prior calendar year and other matters pertaining to the individual's teaching. This committee will be composed of three non-tenure-track faculty. When possible, members will represent different levels of instructional ranks (e.g., visiting assistant professors, instructors, and teaching professors). Non-tenure track faculty members will vote annually to select committee members. No faculty member may serve more than two consecutive years on the committee, but in order to assure continuity on the committee, one member will serve a two-year term. To accomplish this, after the two new members are elected, a second secret ballot will elect the person who will serve the two-year term, and who will become chair of the committee in the second year.

Accordingly, each non-tenure-track faculty member must have every class evaluated by students using the TEVAL form and must submit all TEVALs and syllabi as part of their evaluation materials. The materials, criteria and procedures for evaluation of teaching, including the calculation of the numeric score, are identical to that described in Section 6.1 above.

Per job description or contract, faculty who perform research and/or service must submit these activities as part of their annual evaluation. The research and service activities will be evaluated according to the procedures and rubrics outlined in Sections 6.2 and 6.3 above.

### **12.4. Promotion of non-tenure track faculty members**

#### *12.4.1. Promotion of faculty with Instructor titles*

Persons appointed to these ranks may expect to be promoted on the basis of demonstrated individual merit in relationship to their association with the university's mission and within their discipline. Typically, consideration for promotion from Instructor to Advanced Instructor can occur after a five-year period at the rank of Instructor. Under normal circumstances, consideration for promotion from Advanced Instructor to Senior Instructor may occur after a five-year period at the rank of Advanced Instructor. The Department Head is expected to notify faculty members regarding their progress toward or readiness for promotion review during their annual evaluation. Instructor positions will be awarded as one-year, regular or term contracts. Advanced instructor and senior instructor positions may be awarded as one-year regular appointments, or as one-, two, or three-year term appointments.

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

- Teaching and Instructional Support: Demonstration of outstanding teaching (sustained ratings of

Meets or Exceeds Expectations). This is measured by student evaluations, the extent to which the candidate has contributed to the teaching mission of the section, the intellectual rigor of his or her courses, teaching awards, pedagogical innovations, and similar considerations.

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

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

- Teaching and Instructional Support: Demonstration of outstanding teaching (sustained ratings of Meets or Exceeds Expectations). This solid record of successful teaching is measured by student evaluations, the intellectual rigor of his or her courses, special teaching awards, pedagogical innovations, and similar considerations. In addition, the candidate must demonstrate that he or she has contributed to the mission of the section and/or department. Some ways through which this can be demonstrated include:
  - presenting at conferences on teaching
  - engaging with the larger pedagogical community through professional development
  - taking on a leadership role in curriculum development within the department,
  - presenting pedagogical innovations at departmental and university level venues including the departmental professional development workshops, or the university-wide assessment conference
  - engaging in research on teaching area or a related field
- Service: When service is applicable, demonstration of a sustained and significant record of service to the department is expected. In addition, service outside the department, for example, to the college, to the university, to the profession, or to the community, may be considered. This means that the candidate has regularly and willingly accepted service assignments and has successfully performed his or her duties since the last promotion. . Examples of significant service contributions include program coordination, chairing a departmental or section committee, serving on the Personnel Committee, serving on the assessment committee.

Faculty shall submit their promotion requests to the department head during the fall semester of their promotion year and submit all pertinent materials to the Personnel Committee at the beginning of the spring semester. The materials will include a summary of achievements and plans in teaching and/or service. The faculty member seeking promotion shall compile detailed information in the following areas:

- 1) Teaching and Instructional Support: The faculty member must submit all student evaluations for courses taught at K-State since the last promotion. He/she should also submit supporting materials (syllabi, etc.)
- 2) Service: Evidence of all service contributions to the section, department, university, profession, and community (when applicable).

The Personnel Committee will evaluate all the pertinent materials and make its recommendation to the head. The evaluation and recommendation by the Personnel Committee must be consistent with the guidelines of the current edition of the *University Handbook* (see Section C12.0). Before submitting a

recommendation on promotion to the dean, the head will communicate his or her decision to the faculty member seeking promotion and to the faculty entitled to vote on the candidate's application for promotion. For promotion to Advanced Instructor, those holding at or above the rank for which application is made and tenured faculty members are eligible to vote. For promotion to Senior Instructor those holding at or above the rank of "Senior instructor" as well as full professors are eligible to vote.

#### *12.4.2 Promotion of faculty with Teaching Professor titles*

Persons appointed to these ranks may expect to be promoted on the basis of demonstrated individual merit in relationship to their association with the university's mission and within their discipline. Typically, consideration for promotion from Assistant Teaching Professor to Associate Teaching Professor can occur after a five-year period at the rank of Assistant Teaching Professor. Under normal circumstances, consideration for promotion from Associate Teaching Professor to Teaching Professor may occur after a five-year period at the rank of Associate Teaching Professor. The Department Head is expected to notify faculty members regarding their progress toward or readiness for promotion review. Teaching assistant professor positions will be awarded as one-year, regular or term contracts. Teaching associate professor and teaching professor positions may be awarded as one-year regular appointments, or as one-, two-, or three-year term appointments.

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

- **Teaching and Instructional Support:** Demonstration of outstanding teaching (sustained ratings of Meets or Exceeds Expectations). This is measured by student evaluations, the intellectual rigor of the candidate's courses, special teaching awards, pedagogical innovations, and similar considerations. **Service:** Demonstration of a fair and reasonable amount of service to the department. In addition, substantial service outside the department, for example, to the college, to the university, to the profession, or to the community, is expected. This means that the candidate has regularly and willingly accepted service assignments and successfully performed his or her duties.

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

- **Teaching and Instructional Support:** Demonstration of outstanding teaching (sustained ratings of Meets or Exceeds Expectations). This solid record of successful teaching is measured by student evaluations, the intellectual rigor of his or her courses, special teaching awards, pedagogical innovations, and similar considerations. In addition, the candidate must demonstrate that he or she has contributed to the mission of the section and/or department. Some ways through which this can be demonstrated include:
  - presenting at conferences on teaching
  - engaging with the larger pedagogical community through professional development
  - taking on a leadership role in curriculum development within the department,
  - present pedagogical innovations at departmental and university level venues including the departmental professional development workshops, or the university-wide assessment conference
- **Service:** Demonstration of a sustained and substantial record of service to the department. In addition, substantial service outside the department, for example, to the college, to the university,

to the profession, or to the community, is expected. This means that the candidate has regularly and willingly accepted service assignments and has successfully performed his or her duties since the last promotion. This must include significant service contributions such as chairing a departmental or section committee, serving on the Personnel Committee, serving on the assessment committee.

Faculty shall submit their promotion requests to the department head during the fall semester of their promotion year and submit all pertinent materials to the Personnel Committee at the beginning of the spring semester. The materials will include a summary of his or her achievements and plans in teaching and/or service. The faculty member seeking promotion must compile detailed information in the following areas:

- 1) Teaching and Instructional Support: The faculty member must submit all student evaluations for courses taught at K-State since the last promotion. He/she should also submit supporting materials (syllabi, etc.)
- 2) Service: Evidence of all service contributions to the section, department, university, profession, and community.

The Personnel Committee will evaluate all the pertinent materials and make their recommendation to the head. The evaluation and recommendation by the Personnel Committee should be consistent with the guidelines of the current edition of the *University Handbook* (see Section C12.4). Before submitting a recommendation on promotion to the dean, the head will communicate his or her decision to the faculty member seeking promotion and to the faculty entitled to vote on the candidate's application for promotion (those holding the rank at or above the rank for which application is made).

### 13. Sample Activity Sheet for Annual Evaluation

## Activities Sheet for Calendar Year **YEAR HERE**

Department of Modern Languages  
based on MLANG's Personnel Document available here:

**PASTE LINK TO PD HERE**

**Faculty Member's Name:** \_\_\_\_\_

Please use this form to summarize your activities during the calendar year (not the academic year) so that the Personnel Committee will have all the information it needs in a common format. The Activities Sheet (this form) and supporting materials should be submitted online, into the Canvas course created to collect the materials. Please be aware of a scanner in the Kirmsler Language Center (EH 001) that is available to faculty members. If for some reason you are unable to submit your materials in electronic format, you may submit your materials on paper to the department head, and one of the office staff members will scan your paper materials and send them to you so that you can upload them to Canvas.

The materials are due by: **DATE HERE**.

While preparing their materials, faculty members are encouraged to consult the Personnel Document, specifically Section 5 "Annual Evaluation of Faculty Members" and especially Section 6 "Preparation of Materials for Evaluation". Before completing this form, faculty members should double check with the department head their specific weightings for the Teaching, Research, and Service categories.

Should you have any questions, the Personnel Committee will be happy to answer them: **NAMES AND EMAILS HERE**.

### Section 1: Teaching

Weighting factor: \_\_\_\_\_

Fill in the following information for all courses taught during the calendar year, including any summer courses. Faculty members must also submit student evaluations (TEVAL or equivalent) for the courses. Faculty members may choose to exclude one class (indicated with an asterisk) from the calculation of their numeric score for teaching, but that course should still be addressed in their teaching narrative.

\*If you received grants related to teaching and learning, please also provide the information here.

Semester	Course Number	Course Name	Raw score: "Overall effectiveness as a teacher"	Teval % response	# students enrolled
<b>Spring</b>					
<b>Summer</b>					
<b>Fall</b>					



## Section 2: Research

Weighting factor: \_\_\_\_\_

List the work you have had accepted or published during the calendar year in each of the following categories. Do not list work for which you have been given credit in the previous years except for the five years allowable for ongoing research on a book. **Please provide details of activities and progress that you have made with respect to that book, including the number of years that you have been claiming credit.** Remember to document your activities by including among your materials PDF versions of works published and/or manuscripts of works accepted with letters of acceptance attached. Faculty members are encouraged to elaborate on these research and creative activities in their research narrative.

Articles:

Interviews:

Monographs:

Edited books:

Textbooks:

Reviews:

Critical editions:

Translations:

Encyclopedia entries:

Progress on ongoing research:

Papers presented:

Grant applications:

Creative:

Other:

**Section 3: Service**

Weighting factor: \_\_\_\_\_

Please list service that you have performed for your language section, the department, the university, and your professional communities, as well as any related service you have performed for the local community (including grants received to fund service activities). For each entry, please specify the activities you have performed, estimate the total number of hours devoted to the activity, and any outcomes of the service activities. Faculty members may elaborate on these service activities in the service narrative (optional).

\*For faculty members who received a course release/reduction or were on leave, please provide the detailed information in their service narrative.

<b>Language Section</b>		
Service Activities	# of Hours	Outcomes

<b>Department or College</b>		
Service Activities	# of Hours	Outcomes

<b>University</b>		
Service Activities	# of Hours	Outcomes

<b>Profession</b>		
Service Activities	# of Hours	Outcomes

<b>Other</b>		
Service Activities	# of Hours	Outcomes