

I. Mission

The School of Music, Theatre, and Dance develops creative leaders and critical thinkers through:

- Student-centered education in the performing arts
- Flexible, multi-disciplinary curriculum
- High-quality performance, research, and outreach

II. Faculty Identity

The faculty of the School of Music, Theatre, and Dance consist of the following faculty ranks. Full descriptions can be found in section C10 of the [University Handbook](#):

- Assistant Professor (probationary or tenured), Associate Professor, Professor, University Distinguished Professor
- Instructor, Advanced Instructor, Senior Instructor
- Professor of Practice, Senior Professor of Practice
- Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor

*In some instances faculty are entitled to be reclassified from one non-tenure-track line to another based on their credentials and accomplishments. The process of reclassification may be initiated in conversation with the director.

III. Introduction

The School of Music, Theatre, and Dance (hereafter referred to as “school” or “MTD”) recognizes that evaluations serve, among others, two primary purposes. First, they provide an opportunity to ensure faculty are actively pursuing goals congruent with the missions of the program, school, and university. Second, evaluations are a cogent means to provide formative feedback to faculty and to promote relevance and proficiency in their fields of expertise.

IV. Load Recognition Reports, Load Distribution, and Load Reassignment

Introduction to Section IV.

Faculty’s contributions to the performing arts both on and off campus cannot easily be quantified by a numerical value. Each creative work in the artistic fields of MTD undergoes continual variation in the size and scope. The time it takes to apply research, discovery, instruction and the necessary skill for one project may not be true for another. It is important for faculty to be recognized for the work they do both on and off campus. Additionally, it's critical that the school is able to work within its constraints to deliver the curricula and performance obligations required for accreditation, the college, and the university. To support faculty and the university the school uses a relative metric that sets a suggested range of faculty contribution to program-critical activities, shows how faculty responsibilities are distributed as a means of recognition, and evaluates overload within the programs of the school.

IV.A. Yearly Load Recognition Reports

Each year the faculty will receive a [Yearly Load Recognition Report](#) (formerly load report) from the school director outlining each faculty member's expected contributions in support of the program or school (i.e. committee assignments, recruiting initiatives, etc.) and their work in instruction, instructional RSCAD, and directed service. These areas will be acknowledged based on information provided to the school director by individual faculty members through a predetermined platform and their summative evaluation meeting.

It is the responsibility of faculty members' to communicate with the school director and their respective associate director about their responsibilities and contact hour distributions.

Recognition reports will be distributed by the school director to all faculty within a reasonable time frame to allow for adequate preparation for the annual evaluation.

IV.A.1. Contact Hours

The music program follows the guidelines of its specialized accreditor, the National Association of Schools of Music (NASM) for determining instructional workloads (see [NASM Handbook, II.E.4.a-b](#)). In an effort to unify the programs in the School of Music, Theatre, and Dance to these guidelines, the metric of contact hours are applied to all of the programs within the school.

Contact Hours and credit hours, though often confused as the same, are different concepts. Contact hours are a relative measure of time associated with faculty [workloads](#) in the areas of instruction, instructional RSCAD, and directed service where credit hours are a measure of educational credit for a student. Some faculty may have responsibilities or activities that qualify for reassignment (see [IV.C](#)) where faculty activities are reassigned as instruction, instructional RSCAD, or directed service responsibilities.

All faculty should note that **there is no "typical" contact hour designation**, only a suggested [range](#) of contribution. The school recognizes that there are some critical responsibilities that all faculty provide that can not adequately be measured through contact hours. In these instances those faculty should be given notable commendation in the school director's written evaluation.

IV.B. Load (Contact Hour) Distribution

All full time faculty ([FTE 1.0](#)) are required to be at a 100% workload (see [Appendix I- Contact Hour Distribution and Measurement](#)) for the evaluation year. Instruction/instructional RSCAD/directed service only make up part of that workload. Levels of external RSCAD and non-directed service makeup the remaining time. All full time faculty are asked to contribute in a manner appropriate to their goals, position, yearly activities, and rank in the areas of external RSCAD, and non-directed service. The suggested range of contact hours required to meet the [minimum standards](#) in the areas of instruction, instructional RSCAD, and directed service is 18-24 contact hours per year; however, these should be relative to the expectations of the faculty line (i.e. tenure-track faculty often have higher expectations in RSCAD and/or service than non-tenure-track). **Faculty who feel they're operating at an overload should discuss their recognition report with the school director.** Faculty members and the school director can and should discuss changes in contact hour distribution for the upcoming annual evaluation period during their summative evaluation meeting.

IV.B.2. Overloads

When instances of prolonged overloads are noted, the faculty member and associate directors work together with the school director to find solutions. **Communication is necessary between the faculty/staff member to identify the necessity of the overload (regardless of institutional history or “tradition”) and resources that can eventually bring overloads back into a better distribution.**

The school recognizes and understands the importance of all roles and responsibilities the faculty provide. Depending on the job title and its associated responsibilities, instruction/instructional RSCAD and external RSCAD should always be given primary consideration when the director, or faculty make contact hour decisions. It is the responsibility of the school along with its director to make sure non-tenure track faculty are not held to the same or higher standards than those who are tenured or tenure track.

IV.B.3 Enrollment Considerations

Lecture/seminar course sections are defined as “low enrolled” if the section has fewer than four students. In this case, every effort should be made to combine sections or offer the section in a subsequent semester. If this is not possible, the instructional contact hours will be calculated at .66 per contact hour, or per student if taught as an independent study (see [Appendix I](#)).

IV.C. Contact Hour Reassignment

As resources are available and the needs of the school are met, a faculty member may request contact hour reassignment in order to complete instructional, RSCAD, and service activities that exceed the typical contributions to the program or school. Faculty can receive up to three contact hours in reassignment in an academic year. The project can be ongoing for multiple years, but must result in a tangible product or service that benefits the university and/or school. Faculty should submit a “Request for Reassignment Form,” found on the MTD website, to the school director no later than March 31 to be considered for a reassignment in the upcoming academic year.

V. Annual Evaluations

Annual evaluations differ from promotion, reappointment, and tenure by evaluating only the faculty member’s performance during an academic year. Each year the school director, in consultation with each program's Evaluation Committee, will determine the relative merit of faculty members' contributions in the three areas: instruction, RSCAD, and service.

As a part of the annual evaluation process, the school director will prepare a written evaluation for all faculty and professional staff ([University Handbook, C46.1](#)). Additionally, the school director will meet with all faculty and professional staff members to discuss their evaluation results. These assessments are based on the faculty members’ recognition report, quality and significance of the activities relative to the school, university, and profession.

Although the processes between promotion, reappointment, tenure, and the annual evaluation are independent, the results of annual evaluations can provide valuable indicators of progress toward promotion/tenure.

V.A. Merit Salary Enhancement

Annual evaluation ratings shall form the basis for any merit salary increases ([University Handbook, C46.2](#)). Actual merit salary amounts are determined based on annual evaluation ratings once the monetary amounts are allocated to the university by the state government. When merit salary enhancements are available the school director will give priority to those who have high ratings and to mitigate pay inequities and salary compression.

V.B. Annual Evaluation Committee Composition

The School of Music, Theatre, and Dance will have two program-based Evaluation Committees, that will review submitted materials and make recommendations to the director on all areas of faculty assignment: Instruction, RSCAD, and Service. Given the limited number of faculty and to provide better feedback, the dance program will combine with theatre for the purpose of the annual evaluation. The director will conduct annual evaluations in consultation with the two Annual Evaluation Committees. After serving on the committee faculty members are excused from serving for one year. Regular review and formative feedback of faculty performance in the school is essential to academic freedom and is the responsibility of all faculty.

The two committees will contain members from each program's faculty who are full time and are not splitting their workload between programs. Members may be selected from the ranks of tenure-track assistant professor with three years of experience and/or a mid-tenure review (an exception may be made for programs with a smaller number of faculty) tenured associate and professors, and all Non-Tenure Track ranks with at least three years' on K-State faculty. The school director will be responsible for the selection of committee member makeup based on the aforementioned criteria.

Music Evaluation Committee	Theatre and Dance Evaluation Committee
Music Non TT Faculty	Theatre or Dance Non TT Faculty
Music Non TT Faculty	Theatre Tenured/Tenure Track Faculty
Music Combined Applied	Dance Faculty
Music Ensemble Director	
Music Education or Music Theory/History	

Each program area's Evaluation Committee and the school director read the portfolios and make individual assessments on each faculty. The week before Fall Break, each program's Evaluation Committee and the school director will convene in a meeting to report on faculty assessments as scheduled by the school director.

V.C. Annual Evaluation Expectations Scale

In conformity to University Handbook ([C31.8](#)), performance in the areas of instruction; RSCAD; service; and overall performance will be evaluated using the following scale:

- Exceeds Expectations
- Meets Expectations
- Below Expectations
- Fallen Below Minimum Acceptable Level of Productivity

V.D. Statement on Minimum Performance Standards***V.D.1 Instructional Standards***

Faculty are expected to be responsive to school and university policy and directives concerning Instruction, advising, and learning assessment. They are required to keep regular office hours and be willing to make appointments outside those hours if the need arises. All faculty are expected to deliver clear and consistent instruction based upon the stated instructional goals and objectives geared to student achievement. Faculty are expected to strive for quality and achievement in Instruction consistent with university standards and school expectations described in the school's Promotion and Tenure Guidelines. Instruction is central to the mission of the school and is therefore a significant criterion in individual workloads and assignments.

V.D.2 Instructional/External RSCAD Standards***V.D.2.a Instructional RSCAD:***

Faculty frequently engage in internal artistic activities that provide support and participate in theatre and dance productions/faculty recitals, that involve significant research and scholarship. Awarding instructional RSCAD contact hours provides faculty with greater opportunity and flexibility to engage in these artistic activities and represent this contribution in their annual recognition report. Faculty who pursue contact hours in internal RSCAD are held to the same quality and standards as external RSCAD. It is recommended that faculty should teach a minimum of 6 contact hours in classroom instruction per year if using contact hours in instructional RSCAD.

V.D.2.b External RSCAD:

RSCAD encompasses not only traditional academic research and publication, but also the creation of artistic works or performances and any other products or activities accepted by the academic discipline as reflecting scholarly effort and achievement for purposes of promotion and tenure. Commensurate with the standards and expectations described in section [VIII.A](#), faculty are expected to engage in and maintain ongoing activities based on their program and rank, and to strive for recognition among their peers in one or more professional fields.

V.D.3 Service Standards

All faculty are expected to conduct themselves as citizens of the university and as active members of their field and sub-disciplines. Faculty members are expected to make contributions in one or more of the following areas of Directed service; Non-Directed service; service to the profession, institution, and/or public, as outlined in Reappointment, Promotion, and Tenure Evaluation. Additionally, faculty members must contribute positively to the program and school by attending faculty meetings, accepting appropriate committee assignments or faculty mentoring, and assisting with appropriate outreach activities of the school, including recruiting new students to meet the enrollment needs as guided by the school faculty and administration.

V.E. Annual Evaluation Guidelines

The three areas of instruction, RSCAD, and service will be evaluated according to the expectations described in sections [V.D.](#) and [VIII.A](#). The appropriate [distribution of responsibilities](#) varies by duties of the position and should be taken into consideration.

V.E.1 Evaluation of Instruction Effectiveness

- **Fallen Below Minimum Acceptable Level of Productivity:** Faculty does not meet the basic expectations of the school. Evidence includes a failure to meet minimal requirements of instruction load, meet with classes, respond to students or to evaluate their work, refusal to engage with peer review of instruction, and particularly ineffective or inappropriate classroom practices as evidenced in course syllabi, student, and peer evaluations of instruction.

V.E.2 Evaluation of Instructional/External RSCAD Effectiveness

- **Fallen Below Minimum Acceptable Level of Productivity:** is represented by a calendar year in which *none* of the following are present: artistic work submission, acceptance and/or publication of academic research, presentations, workshops or master classes in an external or K-State venue; internal or external funding applications; demonstrated progress on any long-term major project.

V.E.3 Evaluation of Instructional/ (Non Directed) Service Effectiveness

- **Fallen Below Minimum Acceptable Level of Productivity:** is reflected by low attendance at school meetings without assuming committee and/or leadership responsibilities and an absence of evidence of college, university, professional, or community service.

V.F. Annual Evaluation Portfolio Documentation

- Faculty Description of Responsibilities
- Instruction Highlights
 - List up to 10 achievements
 - Instruction Artifact (optional)
- Instructional RSCAD and External RSCAD Highlights
 - List up to 10 achievements
 - RSCAD Artifact (optional)
- Directed and Non Directed Service Highlights
 - List up to 10 achievements
 - Service Artifact (optional)
- Statements
 - Reflective Statements-
 - 500 word max instruction Statement (optional)
 - 500 word max external RSCAD Statement (optional)
 - 500 word max non directed service statement (optional)
 - Goal statements- short (150-250 word) statements on how the faculty member wants to progress in their career.
 - 1 year
 - 5 year (optional)
- Yearly Recognition Report
- TEVAL's

*In a given evaluation year, faculty who have submitted promotion documents may choose to submit their promotion documents in lieu of annual evaluation. This not only respects the faculty member's time, but also provides concrete examples for aspiring faculty on the evaluation committee.

VI. Professional and Collegial Conduct

All faculty members are expected to conduct themselves in ways that foster goodwill, professionalism, collaboration, and collegiality within the school. As school citizens, faculty members are expected to contribute to the mission, vision, values, and goals of the school, its curricular and extracurricular programs, its research, and its service; build, strengthen, and support the self-efficacy, reputation, and progress of students and colleagues; and contribute to creating a supportive, productive, inclusive, and healthy environment for the school and its faculty. Examples consistent with such expectations include:

- Maintaining professional rapport with colleagues, staff, and students;
- Demonstrating a commitment to pursuing and supporting diversity, equity, inclusion, and belonging;
- Contributing to the goals of the school and its programs;
- Honoring the confidence of school discussions involving personnel or other sensitive issues;
- Respecting and supporting colleagues by listening, dialoguing, practicing empathy, and engaging in collaborative and constructive conflict management and decision-making;
- Supporting an atmosphere of academic freedom, inquiry, and respect for academic rights;
- Upholding expectations of academic honesty and professionalism.

All faculty members are expected to follow the standards of professional conduct described in the [University Handbook](#), the [Policy and Procedures Manual](#), [policies on information technology and intellectual property](#), the [Notice of Nondiscrimination](#), Principles of Community, and other policies and guidelines pertaining to collegial and professional conduct.

VII. Reappointment

All probationary tenure-track faculty members must go through the reappointment process. Until a tenure-track faculty member is tenured, they are regarded as probationary. Reappointment takes into consideration the faculty member's cumulative body of work leading to consideration for promotion ([University Handbook, C91](#)). Non-tenure-track faculty will be evaluated for reappointment during the annual evaluation by their program's committee using the materials submitted for annual evaluation. Tenure-track faculty are expected to submit documentation that models the university's promotion and tenure format.

VII.A. Reappointment Procedures

VII.A.1. Materials

The director will distribute to the eligible faculty (i.e., the tenured faculty) the reappointment files for each faculty member going through reappointment. Reappointment materials should include materials from the annual evaluation and supporting documentation presented in a way that most effectively communicates their contribution to the school and university. Only materials representing work since the appointment to their current rank at Kansas State University may be considered. Materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours.

VII.A.2. Process

As part of this process, the director and the eligible faculty will meet at least 14 calendar days after the review documents are made available to discuss and vote on the candidate's eligibility for reappointment and progress toward tenure. Identities connected with votes and comments will not be shared with the candidate (i.e., will be kept confidential). Any member of the eligible faculty may, prior to the submission of any recommendation to the director, request the candidate meet with the eligible faculty ([University Handbook C53.1](#)). If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. The school director then reports the findings and the vote in a narrative letter to the dean. Based on the outcome of the vote, school director's narrative, and supporting materials, the dean determines the status of reappointment.

VII.B. Mid-Tenure Review

Tenure-track faculty members participate in a formal review approximately mid-way through the probationary period of employment. Unless stated otherwise in their contract, the mid-tenure review (MTR) shall take place during the third year of appointment ([University Handbook, C92.1](#)).

MTR shall follow the same procedures as the tenure review process with the exception of the required solicitation of outside evaluators. The candidate, however, may choose to solicit letters on their own behalf from students or colleagues.

The director will inform the faculty member going through MTR at the beginning of the year of the review and of their responsibilities concerning the review.

VII.B.1. Dossier

The candidate should access "Guidelines for the Organization and Format of Mid-Tenure Review Documentation" (<http://www.k-state.edu/Provost/forms/midtenure.doc>) and complete the MTR documentation packet no later than March 1st. (See [Appendix II Timeline for Evaluation, Promotion, and Tenure](#))

VII.B.2. Faculty Review

The dossier, along with the director's description of the faculty member's responsibilities, a current curriculum vitae, evaluation and reappointment letters from the director, and any comments from individuals outside the school relevant to the assessment of the candidate will be made available for review by tenured faculty from the candidate's program (music or theatre/dance) at the promoted rank or higher sought by the candidate ([University Handbook, C112.3, C152.3](#)).

The director will then meet with the eligible faculty members to discuss the faculty member's progress towards tenure. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote. At the conclusion of the meeting, the faculty members submit their recommendations to the school director. The school director submits the recommendation of eligible faculty members from the candidate's program (music or theatre/dance), the school director's recommendation, and MTR materials for the dean. Based on the outcome of the vote, school director's narrative, and mid-tenure materials, the dean determines the status of reappointment. For more information visit: [University Handbook, section C92.2-3](#).

VIII. Promotion and Tenure

The school follows the eligibility requirements for promotion and tenure as outlined in the [University Handbook Section C](#). Although tenure consideration is determined by contractual agreement, it is expected that faculty members will initiate a request for consideration for promotion with the school director at such time as they feel that the necessary criteria have been met. Promotion is a separate process from the annual evaluation/reappointment and dossier's should demonstrate appropriate levels of achievement and retention coinciding with that rank. Timelines for Promotion and Tenure through the school can be referenced in [Appendix II Timeline for Evaluation, Promotion, and Tenure](#) on the schools website.

VIII.A. General Standards for Promotion

The university strives for a consistent standard of quality against which the performance of all faculty members is measured. Nonetheless, the nature of faculty activity varies across the university, school, and contract. A faculty member's record must be evaluated in light of their particular responsibilities and expectations of the discipline. These standards set forth the schools expectations relative to the areas of instruction, RSCAD, and service necessary to satisfy the university standards for the award of tenure and/or promotion to various ranks stated in section [III](#) of this document.

Instruction and RSCAD should normally be given primary consideration, but the particular weight to each component of a faculty member's activities depends upon the responsibilities of the faculty member. If faculty members believe that any instructional, RSCAD, and service activity deserves greater merit than outlined below, they may discuss it further in their reflective statements for consideration by the evaluators and school director.

VIII.A.1 Instruction

The evaluation of instruction is based on multiple sources, such as syllabi, course materials and other information related to a faculty member's courses; peer and student evaluations; participation in curriculum development for the department; innovations in instruction; instruction awards; awards earned by students as a result of faculty mentorship; a candidate's own statement of instruction philosophy and goals; public representations of instruction; required course TEVALS; and other accepted methods of evaluation, which may include external evaluations and instruction portfolios. There are additional resources provided through the [teaching and learning center](#) that give examples on how to demonstrate excellence in instruction. The candidate's record must also demonstrate they discharge their responsibilities associated with instruction, including prompt and regular holding of class sessions and office hours, timely and sufficient grading and comment on assignments, acceptable and fair expectations and criteria for student work (as judged by disciplinary standards), adequate class preparation and effective use of class time, and reflection about pedagogy.

As indicated through multiple sources of evaluation (outlined above), candidates must demonstrate that they carry their share of the school's curricular, tutorial, and mentorship needs. Faculty members must support assigned advisee's, supervise independent graduate/ undergraduate projects, and serve on graduate committees. In the quality of their instruction, candidates are expected to be not only effective presenters of information, ideas and/or practices discovered or constituted by others, but to know how to analyze and critique the evidence and/or methods that form the basis for the knowledge they are responsible for sharing.

Candidates are expected to engage students in the subject matter through their own expertise and enthusiasm. They will treat students with respect as demonstrated in academic dialogue, appropriately challenging assignments and rigorous, timely and substantial feedback.

For instructional RSCAD and mentoring that occurs outside the context of classroom-based instruction, the multiple sources for evaluation should demonstrate that the candidate is effective in tutoring students in the skills and techniques required of creative specialties or research, developing students' artistic potential and intellectual capacity, and in mentoring the students as artistic professionals

VIII.A.2 RSCAD

RSCAD encompasses a broad spectrum of activities that require critical analysis, investigation, and/or experimentation. These endeavors are directed toward discovery, interpretation, or application of knowledge and ideas. The results of research, scholarship and other creative activity should be shared with others through publication, performance, or other media appropriate to the discipline. While the nature of RSCAD varies among disciplines, the school expects faculty to adhere to a consistently high standard of quality in its RSCAD activities to which all faculty members, regardless of discipline, are held.

VIII.A.2.a Research

Research is divided into two primary categories: Scholarly and Production.

Scholarly research refers to conducting self-directed research, the ability to demonstrate independent, innovative thought, intellectual growth and refinement, and make articulate, in-depth contributions as an individual author or collaborator. Such research appears in established international, national, and regional journals and/or published by recognized publishers in the field, or other recognized, refereed or peer reviewed outlets. Scholarly research may be included in the faculty member's evaluation materials in the year it was accepted or published/presented, but not both.

Production research refers to the unique research in preparation for a performance such as, but not limited to, directing, design, technology, choreography, or musical history. Production research may include story or art boards, program notes or other clearly utilized source material. If included, the influence of production research on the project should be clarified in the faculty member's reflective statement referring to provided supporting material.

VIII.A.2.b Scholarship

Scholarship refers to additional sources of funding (both internal and external) sought to enhance the reputation of the artist, collaborators, program, school, or university. In addition, scholarship may be demonstrated through organizational or collaborative efforts in the creation or development of projects or programs. Scholarship efforts may be supported with proposals for funding (please differentiate between those applied for and those awarded), founding documents, or significant communications.

VIII.A.2.c Creative Activity

Creative activity refers to achievements in performance or production-related activities. For the purposes of evaluation, a creative activity is defined as a single production, presentation, or achievement, regardless of the number of performances or occurrences. The significance of each creative achievement may be evaluated according to the international, national, regional, or local reputation of the producing entity/venue and other professional benchmarks such as association with discipline-specific organizations and unions.

Additional creative activities such as presence and presentations at local, regional, national or international conferences, creation and dissemination of pedagogical materials, or professional consulting/adjudicating shall also contribute to the faculty member's evaluation based on the level of participation in conjunction with the activity's significance.

Peer review from visiting professionals or selected outside faculty is encouraged when possible. When peer reviewers are not available, an individual creative activity may be evaluated with greater significance if the faculty member has accomplished any of the following:

- Secured and utilized funding for a research/creative activity from a source outside of the School of Music, Theatre, and Dance.
- Demonstrated student-driven graduate or undergraduate research and creative activity.
- Integrated new techniques or technology resulting from life-long learning/professional development.
- Engaged in collaboration between disciplines within or outside the School of Music, Theatre, and Dance.

Creative activities may be presented through document(s) that provide evidence or artifacts of the faculty member's level of participation and contribution to the activity. Such documents may include but are not limited to: playbills/programs, invitation or acceptance letters (personal information and payment details omitted), drawings, renderings, pictures, budgets, recordings, reviews, or scores.

All creative activity, both on and off campus, contributes to a faculty member's development as an artist and will be considered; however, greater merit shall be given to activities directly related to the subjects or skills of the faculty member's area(s) of instruction. If a faculty member instructs or serves in multiple performance or production capacities, each shall be considered as a valid and equal creative activity.

VIII.A.3 Service

Service activities enhance and widely vary within the program, school, college, university, community, professional associations, and reputation through their professional/disciplinary expertise. Successful service leads to the development of a network of contacts that may be called upon to aid in advancing the discipline, faculty, school, or university. It is characterized as follows:

Directed service is explicitly delineated in a faculty member's position description. directed service furthers the mission and is central to the goals and objectives of the program, school, or university. As a result of its administrative role, directed service often carries contact hour reassignment.

Non-directed service typically does not have specific expectations delineated in a job description and therefore encompasses a greater range of activities such as institutional, professional service off campus, and public service in the faculty's discipline.

Civic and personal service includes activities associated with being a citizen or member of a non-profession-based community. While these activities represent the interests of the faculty member, they are not applicable.

Service may be presented through document(s) that provide evidence of the faculty member's level of participation and contribution to the activity. Such documents may include but are not limited to: letters of appreciation or invitation, relevant newspaper clippings, and event programs.

VIII.B. Procedures for Tenure

Sections [C90-C116.2](#) of the University Handbook govern standards for attaining tenure. Essentially, a favorable recommendation for tenure and promotion is an indication that the tenured faculty and director believe that the candidate has met the high standards outlined in section [VIII.A](#) for tenure during the candidate's probationary period at the university. They also predict that the candidate will continue to perform at a high level in all areas of their assigned responsibilities once tenured.

VIII.B.1. Review

Faculty members in the final year of probation will be automatically reviewed for tenure unless the faculty member resigns. At any point after their mid-tenure review, a faculty member may request a tenure review. Ordinarily, this is done after consultation with the director and the tenured faculty members in the school ([C110](#) of the University Handbook). If the faculty member wishes to go through an early tenure review, the faculty member should notify the director of their intent to apply during their Annual Evaluation meeting. Under certain circumstances, a delay in the tenure clock may be requested. Sections [C83.1-C83.6](#) of the University Handbook explain the process and considerations for tenure clock delays.

VIII.B.2 External Evaluators

The candidate should provide the school director with names, titles, contact information, and relationship to the candidate, of five people to be considered as external evaluators for their promotion/tenure materials. The promotion/tenure process requires three external evaluators; the additional names may be called upon if others cannot participate. Generally, the candidate and the school director each select at least one of the external evaluators ([University Handbook, C112.2](#)).

External evaluators should be prominent in the candidate's field(s) and tenured at the promoted rank sought by the candidate. In addition, they should be affiliated with institutions similar to Kansas State University in size, scope, and mission. Faculty members of highly-distinguished programs are looked upon favorably as well. Once external evaluators are chosen the school director will solicit letters from those individuals ([University Handbook, C152.2](#)).

VIII.B.3 Materials and Review of Materials

The school will follow the university guidelines outlined in sections [C110 through C116.2](#) for the process of granting tenure. Guidelines for the organization and format of tenure and promotion documentation can be found at <http://www.k-state.edu/provost/resources/dhmanual/promotion/promotio.html>.

The makeup of the committee reviewing the candidates materials for tenure should consist of members of the candidates program who have received tenure. In the rare instance the candidate's program does not have enough tenured faculty the director, in consultation with the candidate, can select committee members with tenure from the school.

VIII.C. Promotion in rank for tenured faculty

Typically the ranks of Associate Professor and Professor are held by individuals with tenure or receiving tenure in addition to promotion. All tenured/tenure track faculty seeking promotion should follow the guidelines for the organization and format of tenure and promotion documentation. This can be found at <http://www.k-state.edu/provost/resources/dhmanual/promotion/promotio.html>. Faculty should submit materials that emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours.

The makeup of the committee reviewing the candidates materials for promotion should consist of members of the candidates program who are one rank above the candidate. In the instance the candidate's program does not have an adequate number of promoted faculty the director, in consultation with the candidate, can select committee members with a higher rank from the school.

VIII.C.1. Promotion to *Associate Professor*

Although, receiving tenure and promotion to Associate Professor typically coincide, the two are separate in nature. A faculty member seeking promotion to Associate Professor should excel in all standards listed in section [VIII.A](#) by conveying a record of substantial professional contributions that reflect excellence in instruction, research and other creative endeavors, directed service, or extension. For further information on the guidelines and procedures see section [C 130-C 156.2](#) of the University Handbook.

VIII.C.2. Promotion to *Full Professor*

A faculty member seeking promotion to Professor should adhere to and substantially exceed the standards communicated in section [VIII.A](#) as well as recognition of excellence by all appropriate constituencies. Candidates should convey a record that highlights their substantial professional contributions that reflect continuity in excellence in instruction, RSCAD, directed service, or extension.

Evaluation will focus on the complete body of work in instruction, RSCAD, and service taking place after promotion to associate, particularly activities occurring within the last five years. It is important that the candidate for professor work with a faculty mentor who has achieved this rank. This will help the candidate fully understand the expectations and preparation needed. For further information on the guidelines and procedures see section [C 130-C 156.2](#) of the University Handbook.

VIII.D. Promotion in ranks for Non-Tenure Track Faculty

Non-tenure track positions are essential to supporting the function and mission of the school. Regardless of position, track, and rank, all full time faculty within MTD are required to carry percentages in the areas of teaching, RSCAD, and service.

Workloads are based on the needs of the program and balanced with the type and rank of each position (i.e. a non-tenure track position shall not be held to the same standards and expectations of tenure track). Workloads shall be determined by the director in consultation with the individual faculty member.

While promotion in non-tenure track ranks have similarities to the annual evaluation, promotion is a different process. Each rank is substantiated by a representative body of work and performance consistent with the standards in section [VIII.A](#). Non-tenure track faculty should submit materials that emphasize quality of work to allow for a thorough, timely review.

The average time for consideration for promotion is approximately every 5 years of service; Through consultation and notify the director, non-tenure track faculty may request an early review for promotion. Non-tenure track candidates seeking promotion should discuss with the director their intention and assemble the following packet as outlined in [Appendix III](#). Materials and Guidance on demonstrating excellence in teaching can be found [here](#) and in the [University Handbook Section C 34](#).

When resources are available and released by the state promoted non-tenure track faculty will be eligible for a Targeted Faculty Salary Enhancement (TFSE) ([C132 of the University Handbook](#)). The school director will contact eligible promoted faculty when TFSE funds become available – the fund amount is not typically known at the time of promotion for the following year.

VIII.D.1 Review of Non Tenure Track Promotions

Non-tenure track candidates up for promotion should make their materials available to qualified faculty and director for review. Non-tenure track faculty are not required to include external reviewers for promotion. The timeline for review should follow the process outlined in [Appendix II Timeline for Evaluation, Promotion, and Tenure](#).

Qualified faculty are the school's (a) tenure-track faculty who already have earned tenure and promotion (i.e., associate professors and full professors) and (b) non-tenure-track faculty from the school who have attained the rank above the candidate's current rank i.e. teaching professor, senior instructor, and senior professor of practice. If the candidate is going up for promotion at the highest rank in their classification, qualified faculty include teaching professor, senior instructor, senior professor of practice, and tenured full professors. This policy is in accordance with the [University Handbook Section C 152.1](#).

IX. Professorial Performance Award

Professors with a record of exceptional and continued growth and excellence at the professorial level may be considered for the Professorial Performance Award. This honor represents an elite level of achievement among outstanding peers. At a minimum, candidates must meet the following criteria for consideration:

- The candidate must be a full-time professor and have been in rank at Kansas State 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;
- The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to professor according to current approved school standards.

The timeline for this award is detailed in [Appendix II Timeline for Evaluation, Promotion, and Tenure](#) on the schools website.

X. Chronic Low Achievement

If a faculty member's performance does not meet one or more of the school's minimum performance standards (as stated in section [V.D](#) Statement on Minimum Performance Standards), the school director and faculty member must discuss and document the circumstances that led to low achievement and develop a personalized plan for improvement. [Section C31.5](#) of the University Handbook provides further details and procedures regarding chronic low achievement.

XI. 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. Post-tenure review shall be conducted for tenured faculty at least every six years since the faculty member's last promotion and shall conform to the timeline associated with the annual evaluation review as outlined in the University Handbook.

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 School of Music, Theatre, and Dance 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.

XI.A. Review Procedures

The school director will oversee the review and will meet with the faculty member to review the materials submitted. If necessary, the director may consult with the appropriate associate director in the faculty member's specific discipline within the school.

XI.A.1. *Materials Compiled for Post-Tenure Review*

1. Six previous annual evaluation letters drawn from the faculty member's personnel file.
2. A brief synopsis, compiled by the director, of the comments and or averages drawn directly from the six evaluation letters of the categories instruction, RSCAD, and service.
3. A reflective statement by the faculty member (not to exceed three pages) giving a summary of their activities and accomplishments over the previous six-year frame.
4. A one-page goals statement that outlines the faculty member's short- and long-term goals.

XI.B. Outcomes

If all six annual reviews meet or exceed expectations in the three areas of evaluation, the Post-Tenure Review meeting can be waived as this indicates that the faculty member is making an "appropriate contribution to the university." If there are areas of evaluation where there are concerns, the director will indicate these in writing, in advance of the meeting, and the faculty member and director will discuss specific ways to address these concerns. The school director and faculty member will meet at the end of the following semester to review progress on the concerns.

All materials compiled for Post-Tenure Review will be included in the faculty member's personnel file. In the event that a Post-Tenure Review leads to the development of a formal Plan of Improvement this outcome will be reported to the dean of the College of Arts & Sciences.

Appendix I: Contact Hour Distribution and Measurement of Faculty’s Contributions in External RSCAD, and Non Directed Service.

I. Contact Hour Distribution

It is important for faculty to be recognized for the work they do both on and off campus. Additionally, it's important that the school is able to work within its constraints to deliver the curricula and performance obligations required for accreditation, the college, and the university. At best, the school can use a [relative metric](#) that sets a [guided](#) range of faculty contribution to program-critical activities that show how faculty responsibilities are distributed as a means of recognition and evaluation of overloads within the programs of the school.

Contact hour distribution is the metric the school uses to measure a faculty member's contributions in the areas of instruction, instructional RSCAD, and directed service. As noted in the school’s [Evaluation and Personnel Document](#) there is **no typical** contact hour distribution. **It is suggested faculty fall into the proposed range of 18-24 contact hours per year in instruction, instructional RSCAD, and directed service.**

I.A. Measurement of External RSCAD and Non-Directed Service

In addition to instruction, all full time faculty are asked to contribute in a manner appropriate to their goals, position, yearly activities, and rank in the areas of external RSCAD, and non-directed service. external RSCAD and non-directed service are not measured through contact hours. However, a faculty member's contact hours during the year being evaluated can impact a faculty member’s contribution to these areas.

Measuring the significance of a faculty member's external RSCAD and non-directed service is a difficult process as each art form within the school requires an allocation of time that can fluctuate between projects and personal commitments. The Schools Committee on Planning (SCOP) researched departments in the College of Arts and Sciences as well as similar sized universities processes to evaluate external RSCAD and non-directed service and concluded the following: contributions are best evaluated when faculty have the opportunity to express and elaborate on the significance of their contributions and/or restraints. Therefore, all faculty will be guaranteed a predetermined platform, with adequate word count (500ea), during each evaluation period to expand on the significance of their instruction, RSCAD, and service contributions.

The school director will use the aforementioned and the evaluation committee’s rating as the basis for advocating each faculty member's overall contributions and efficiency to the dean of the college.

II. Distribution Formula

Faculty engage in extensive activities that support productions, academic programs, involve significant research and scholarship, or provide directed service to the school.

Contact hour distribution is configured with the following formula: One contact hour is intended to represent three clock hours of work per work week: one working hour of teaching (assessed in 50-minute length class periods), one working hour of preparation, and one working hour of grading and assessment.

II.A. Instructional Distribution Formula

The following formula is used to determine contact hour for Faculty Instruction. In some instances, departmental services require extreme time commitments. Those positions are listed below and will count towards an individual's contact hours in instruction.

Instructional Category	Examples	Contact Hour Equivalency
Lecture/Seminar or Classroom Instruction	Course with 4+ students	1 per weekly teaching hour*
	Low Enrolled Course <4 students	.66 per weekly teaching hour
Private Studio	1-hour private lesson	.66 per hour
Individual Instruction	Independent Study, Directed Study, Practicum, Thesis Advisor	.66 per student
Ensembles	Ensemble Direction	1 per weekly teaching hour
	Marching Band	8 contact hours

*One teaching hour is equivalent to the typical 50-minute class period.

Courses, in all programs, that carry course numbers of 500 or higher and have an enrollment of twenty students or higher will have one contact hour added to the faculty members contact hour total. Music 230, 320, and 360 (Theory 2-4) also have one hour added to their contact hours when enrollment reaches or exceeds twenty-five students (unless there is a GTA assigned to assist). Courses that are taught by more than one faculty member, or courses that use a GTA to teach a percentage of class, will have their contact hours reduced accordingly by the school director.

II.B. Instructional RSCAD Distribution Formula

There are certain activities faculty complete within the school that qualify for load releases in RSCAD. These duties are explicitly delineated in a faculty member’s position description and endorsed by the director and associate directors before the start of the project. Faculty who provide services in instructional RSCAD are suggested to offer at least 12 contact hours (typically four classes) of instruction per year in their field of study. The following formula shall be used to determine contact hours for faculty’s instructional RSCAD recognition.

Activity	Examples	Contact Hour Equivalency in Instructional RSCAD	
		Chapman/McCain Series	Masque Series
Theatre Productions (Contact hours per production)	Area of Production		
	Director	3 contact hours per production	3 contact hours per production
	Choreographer	1 contact hour per production	N/A
	* Designer	3 contact hours per production	1 contact hour per production
	Technical Director	3 contact hours per production	1 contact hour per production
	Stage Manager	3 contact hours per production	3 contact hours per production.
Dance Productions	Choreographer	.66 per weekly teaching hour, capped at 2 per dance / 4 per semester. *See note below.	
	Production Coordinator & Stage Manager	3 contact hours per semester	
	Additional Production (e.g. Student Spotlight)	.5 - 1 contact hour per semester	
Shop Supervisor	Scenic or Costume Shop	9 contact hours per semester	
Front of House Management	House/Box Office	1 - 3 contact hours per semester.	
Special Reassignment	<i>See MTD Evaluation Doc IV.C.</i>	Varies	

***Dance Production Note:** Load for Choreographer will be determined in consultation with the Associate Director for Dance in the semester prior to that in which the work will be performed. Special circumstances that may require going beyond the cap of 2 per dance/4 per semester can be discussed at this time, and if approved, documented by the AD.

*** Designer:** Refers to the areas of Scenic/Costume/Lighting and the areas under their supervision i.e. Lighting Designers are in charge of sound and lights at KSU, Scenic Designers are in charge of paints/props, Costume Designer is in charge of Hair and Makeup.

II.C. Directed Service Distribution Formula

Directed Service is explicitly delineated in a faculty member’s position description and endorsed by the director and Associate directors and ([see MTD Evaluation Doc VIII.A.3](#)). The following chart provides examples of current activities allocated for contact hour reassignment. Faculty who provide directed service are suggested to offer at least 12 contact hours (typically four courses) of Instruction per year in their field of study.

Activity	Contact Hour Equivalency
Academic Advisors for the school, program, or division.	3 contact hours per semester
Associate Director	3 contact hours per semester
Coordinator of Graduate Studies	3 contact hours per semester
Marketing Director	1 - 3 contact hours per semester
Service activities that go well beyond the expectation of a faculty member	Varies at the discretion of the school director: heavy division/area responsibilities, travel necessary for faculty assignment.
Special Reassignment	Varies (see MTD Evaluation Doc IV.C.)

II.D. Non-Directed Service to the School, College, or University

Non-Directed Service typically does not have specific expectations delineated in a job description and therefore encompasses a greater range of activities such as institutional, professional service off campus, and public service in the faculty’s discipline. ([see MTD Evaluation Doc VIII.A.3](#)). All faculty are expected to contribute to the functioning and governance of the school, college, or university in alignment with their rank and position. At each evaluation meeting, the director will ask the faculty member how they plan to contribute towards service to the school. The school director will then list this information in each faculty member's Yearly Load Recognition Report. Examples of service may include:

University Committee Membership	Recruiting activities
College Committee Membership	Professional Committee Membership
School Committee Membership (by faculty vote and invited by the school director)	Serving in a leadership role and not getting contact hour reassignment.
Program Committee Membership	Service to areas of Marketing (assisting with the creation of event, area, or committee specific marketing materials).
Faculty Mentor *	Assisting Administration with certain tasks
Faculty Advisor for a Student Organization	Assessment coordinator *
Leading or performing in ensembles	Performing in student ensembles

*Assigned by the school director and/or the associate director of the program.

Appendix II Timeline for Evaluation, Promotion, and Tenure

I. Annual Evaluation Timeline

September 15: All faculty members, tenure-track and non-tenure-track, submit to the school director information summarizing their activities for the preceding academic year. The file must include an annual summary of significant effort in relation to instruction, RSCAD, and Service and load in negotiation with the school's director from August 15 of the previous year to August 14 of the current year.

October-November: Each program area's Evaluation Committee, associate director, and the school director read the portfolios and make individual assessments on each faculty. The week before Fall Break, each program's Evaluation Committee and the school director will convene in a meeting to report on faculty assessments as scheduled by the school director. (Evaluation Committee members must find a substitute instructor/guest lecturer for class/lesson meetings or cancel/reschedule them).

December 15: Non tenure-track members in their first academic year will submit evaluation materials to the director for review (these materials may likely represent only one semester of work at KSU). This will serve as the basis for reappointment of first year non-tenure track faculty.

January-February: Each faculty member is provided a summary of the evaluation area ratings from the members of the Evaluation Committee. The director will provide a statement of the overall evaluation. The overall ratings in each evaluation area and the overall raw scores are reported to the dean. Summary letters are submitted to the faculty in advance of meeting with the school director.

Faculty members may rebut the evaluation. Rebuttals must be submitted in writing directly to the school director. If rebuttals remain unresolved, faculty members may articulate their position in writing along with supporting documentation to the dean.

Each faculty member meets individually with the school director during the first month of the spring semester to review the evaluation, determine load responsibilities from the evaluation year and upcoming year, and discuss any adjustments to one- and five-year goals, if necessary. Faculty members receive their original evaluations and a photocopy. At that time, faculty members are asked to sign the evaluation indicating the meeting has taken place, and return the original to the school director. Original documents are submitted to the dean and copies of the evaluations are kept in the school personnel file.

II. Reappointment Timeline

September 15: Faculty members (except those in their first academic year) submit reappointment materials. Select annual evaluation documents requested by the school director often serve as the foundation for reappointment for probationary tenure-track faculty in their second academic year.

October-November: Tenured faculty members from the candidate's program (music or theatre/dance) review the reappointment materials of probationary tenure-track faculty in their second academic year. Recommendation letters are requested from all tenured faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's reappointment materials are made available, the tenured faculty members from the candidate's program (music or theatre/dance) meet to discuss and vote on reappointment. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote as appropriate. The school director then reports the findings and the vote in a narrative letter to the dean. Based on the outcome of the vote, school director's narrative, and supporting materials, the dean determines the status of reappointment.

December 15: Probationary tenure-track members in their first academic year submit evaluation materials (these materials may likely represent only one semester of work at KSU). Select annual evaluation documents requested by the school director often serve as the foundation for reappointment.

January: Tenured faculty members from the candidate's program (music or theatre/dance) review the probationary reappointment materials of probationary faculty in their first academic year. Recommendation letters are requested from all full-time faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's reappointment materials are made available, the tenured faculty members from the candidate's program (music or theatre/dance) meet to discuss and vote on reappointment. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. The school director then reports the findings and the vote in a narrative letter to the dean. Based on the outcome of the vote, school director's narrative, and supporting materials, the dean determines the status of reappointment.

March: Tenured faculty members from the candidate's program (music or theatre/dance) review the reappointment materials of probationary tenure-track faculty with two years or more of service. Recommendation letters are requested from all full-time faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's reappointment materials are made available, the tenured faculty members from the candidate's program (music or theatre/dance) meet to discuss and vote on reappointment. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. The school director then reports the findings and the vote in a narrative letter to the dean. Based on the outcome of the vote, school director's narrative, and supporting materials, the dean determines the status of reappointment.

May-July: Contracts for faculty appointment are distributed. Revised salary amounts, if any, are determined once monetary amounts are allocated to the university by the state government in the spring.

III. Mid-Tenure Review Timeline

March: The candidate submits to the school director materials for review by tenured faculty. Materials should include Sections I-IX of the “[Promotion and Tenure Documentation](#),” including Supporting Documentation and be presented in a form that most effectively communicates their work. Only materials representing work since the appointment to their current rank at Kansas State University may be considered. Finally, materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours. Guidelines for the organization and format of Tenure and Promotion Documentation can be found under the provosts resources page on the university [website](#). The candidate’s materials are made available for review by tenured faculty from the candidate’s program (music or theatre/dance) at the promoted rank or higher sought by the candidate ([University Handbook, C112.3, C152.3](#)).

Recommendation letters are requested from all full-time faculty members from the candidate’s program (music or theatre/dance). At least fourteen days after the candidate’s promotion/tenure materials are made available, eligible faculty members from the candidate’s program (music or theatre/dance) meet to discuss promotion/tenure. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. This group may ask to meet with the candidate. At the conclusion of the meeting, the faculty members submit their recommendations to the school director ([University Handbook, C112.3-4, C152.3-4](#)).

April: The school director submits the recommendation of eligible faculty members from the candidate’s program (music or theatre/dance), the school director’s recommendation, and mid-tenure review materials for the dean. Based on the outcome of the vote, school director’s narrative, and mid-tenure materials, the dean determines the status of reappointment. Further information on mid-tenure review may be found in the [University Handbook, section C92.2-3](#).

IV. Promotion/Tenure Timeline

By End of Academic Year (May): The candidate should provide the school director with names, titles, contact information, relationship to the candidate, and short biographies of five people to be considered as external evaluators for their promotion/tenure materials. The promotion/tenure process requires three external evaluators; the additional names may be called upon if others cannot participate.

Generally, the candidate and the school director each select at least one of the external evaluators ([University Handbook, C112.2](#)). External evaluators should be prominent in the candidate’s field(s) and tenured at the promoted rank sought by the candidate.

August: The candidate should have their materials prepared for the external evaluators. Materials should include Sections I-IX, including Supporting Documentation and be presented in a digital form that most effectively communicates the faculty member’s work. Only materials representing work since the appointment to the faculty member’s current rank at Kansas State University may be considered.

Finally, materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours. Guidelines for the organization and format of Tenure and Promotion Documentation can be found under the provosts resources page on the university [website](#). The candidate should assemble a digital copy of their promotion/tenure materials and provide them to the school director to send to the external evaluators on the school director's behalf. The faculty member should not contact the external evaluator.

September: Letters are solicited from external evaluators by the school director ([University Handbook, C152.2](#)).

October: If not available already, the candidate's promotion/tenure materials are made available for review by tenured faculty from the candidate's program (music or theatre/dance) at the promoted rank or higher sought by the candidate ([University Handbook, C112.3, C152.3](#)).

Recommendation letters are requested from all full-time faculty members from the candidate's program (music or theatre/dance). At least fourteen days after the candidate's promotion/tenure materials are made available, eligible faculty members from the candidate's program (music or theatre/dance) meet to discuss promotion/tenure. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. This group may ask to meet with the candidate. At the conclusion of the meeting, the faculty members submit their recommendations to the school director ([University Handbook, C112.3-4, C152.3-4](#)).

November or earlier: The school director submits the recommendation of eligible faculty members from the candidate's program (music or theatre/dance), the school director's recommendation, and promotion/tenure materials for the dean. The dean forwards the materials and recommendations to the college committee on promotion and tenure. The candidate is forwarded the school director's recommendation ([University Handbook, C112.5, C113.2, C152.5, C153.2](#)).

December or earlier: The recommendation of the college committee is forwarded to the dean. The recommendations of the dean and the college committee are forwarded to the candidate. After receiving the recommendations, the candidate may withdraw from the promotion/tenure process within seven days ([University Handbook, C113.3-4, C153.3-4](#)). If the candidate does not withdraw, the dean submits the candidate's promotion materials and recommendation to the Deans Council ([University Handbook, C113.3, C153.3](#)).

January/February or earlier: The dean notifies the candidate and school director of the Deans Council recommendation. If the recommendation of the Council differs from the college committee, a written report is submitted to the candidate. The candidate has fourteen days to appeal the result to the provost. Candidates recommended by the Deans Council are submitted to the provost ([University Handbook, C114.1-3, C154.1-3](#)).

March or earlier: The provost sends recommendations for promotion and tenure to the president. The president has final authority for granting tenure. Candidates are notified of the university's action when the provost's recommendation to grant tenure are forwarded to the president ([University Handbook, C114.4, C115, C154.4, C155](#)).

V. Non Tenure Track Promotions

August: The candidate should have their materials prepared for the qualified faculty. Only materials representing work since the appointment to the faculty member's current rank at Kansas State University may be considered.

Finally, materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours. Guidelines for the organization and format of Promotion Documentation can be found in [Appendix III](#). The candidate should assemble a digital copy of their promotion materials and provide them to the school director.

October: If not available already, the candidate's promotion materials are made available for review by eligible faculty at the promoted rank or higher sought by the candidate ([University Handbook, C112.3, C152.3](#)).

Recommendation letters are requested from all qualified faculty members. At least fourteen days after the candidate's promotion materials are made available, eligible faculty members from the meet to discuss promotion. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. This group may ask to meet with the candidate. At the conclusion of the meeting, the faculty members submit their recommendations to the school director ([University Handbook, C112.3-4, C152.3-4](#)).

November or earlier: The school director submits the recommendation of eligible faculty members, the school director's recommendation, and promotion materials for the dean. The dean forwards the materials and recommendations to the college committee on promotion and tenure. The candidate is forwarded the school director's recommendation ([University Handbook, C112.5, C113.2, C152.5, C153.2](#)).

December or earlier: The recommendation of the college committee is forwarded to the dean. The recommendations of the dean and the college committee are forwarded to the candidate. After receiving the recommendations, the candidate may withdraw from the promotion process within seven days ([University Handbook, C113.3-4, C153.3-4](#)). If the candidate does not withdraw, the dean submits the candidate's promotion materials and recommendation to the Deans Council ([University Handbook, C113.3, C153.3](#)).

January/February or earlier: The dean notifies the candidate and school director of the Deans Council recommendation. If the recommendation of the Council differs from the college committee, a written report is submitted to the candidate. The candidate has fourteen days to appeal the result to the provost. Candidates recommended by the Deans Council are submitted to the provost ([University Handbook, C114.1-3, C154.1-3](#)).

March or earlier: The provost sends recommendations for promotion and tenure to the president. The president has final authority for granting tenure. Candidates are notified of the university's action when the provost's recommendation for promotion is forwarded to the president ([University Handbook, C114.4, C115, C154.4, C155](#)).

VI. Professorial Performance Award

December 15: The candidate should submit appropriate materials to meet the criteria as listed above. Materials should be presented in a form that most effectively communicates their work. Only materials representing work since the last promotion or Professorial Performance Award should be submitted. Finally, materials should emphasize the quality of the work rather than quantity so they may be reviewed in no more than two hours. The candidate should provide a copy of the promotion materials to the school's administrative officer for review by the faculty from the candidate's program (music or theatre/dance) at the rank of professor.

January-February: At least fourteen days after the candidate's materials are made available, the faculty at the rank of professor from the candidate's program (music or theatre/dance) meet to discuss and vote on the award. Recommendation letters are requested from all full-time faculty members from the candidate's program (music or theatre/dance). Eligible faculty members from the candidate's program (music or theatre/dance) meet to discuss the award. If faculty members cannot be present at meetings set aside for discussion and voting, they should still cast their ballot with the school director and provide a narrative justifying their vote, as appropriate. This group may ask to meet with the candidate. At the conclusion of the meeting, the faculty members submit their recommendations to the school director.

The school director submits the recommendation of eligible faculty members from the candidate's program (music or theatre/dance) and the school director's recommendation to the dean. The dean forwards a recommendation to the provost.

April: Provost approves or denies Professorial Performance Award. Further information may be found in the University Handbook, section [C49](#).

Appendix III: Guidelines for the Format of Promotion Documentation for Non-Tenure Track Faculty.

To provide a common format for reviewers at the College and University levels, these guidelines are being issued to summarize and organize promotion documentation. The guidelines are used by all Colleges at Kansas State University, but are not intended to direct departments or colleges in their determination of what is to be considered in evaluations for promotion.

Candidate's Responsibilities:

Candidates being considered for promotion need to provide accurate, thorough, and clear documentation of achievements for review at the departmental, College, and University levels. Since there is some variation in the documentation required by departments and Colleges, each candidate should contact the appropriate administrators to determine what must be included in their individual documentation package.

Sections I-IX of the package are used to summarize the candidate's achievements and justification for promotion. In this, Section II is to be completed by the Department Head so that the candidate has this written description of responsibilities prior to compiling the documentation package. The remaining sections described in the guidelines are to be completed by the candidate.

Any documentation not required by the candidate's department and College may simply be omitted. College and/or department requirements not covered by Sections I-IX should be included under Section IX - Other Summary Information Requested by the Department or College.

Detailed support - for example, student ratings of instruction, reprints and/or manuscripts, a detailed curriculum vita - should be presented under separate cover and labeled Supporting Documentation.

Department Head's and Dean's Responsibilities:

The Department Head will include his or her written recommendation and summary of the departmental faculty's recommendation(s) following Section I when the candidate's package is forwarded to the Dean. Similarly, the Dean will include his or her written recommendation when the package is forwarded to the Provost.

PROMOTION DOCUMENTATION

- I. Cover Sheet
 - a. Recommendation by the Dean (to be completed by the Dean)
 - b. Recommendation by the Department Head (to be completed by the Department Head)
- II. Description of Responsibilities During Evaluation Period
- III. Statement by Candidate
 - a. Candidate's statement of accomplishments (one page summary of why a candidate feels they should be promoted)
 - b. Statement of five-year goals
- IV. Instructional Contribution
 - a. Statement of activities (classes taught, student advisement, etc.)
 - b. Evidence of instructional quality (student ratings, peer evaluations, evaluation of advisement, etc.)
 - c. Other evidence of scholarship and creativity that promote excellence in instruction both on and off campus (multimedia presentations, computer-aided instruction, papers published or presented)
- V. Research and Other Creative Endeavors
 - a. One page statement
 - b. Listing of research publications and creative achievements
 - c. List of grants and contracts
- VI. Service Contributions (summary not to exceed 2 pages.)
- VII. Cooperative Extension
- VIII. Supporting Documents
 - a. Teaching Evaluations (last three years)
 - b. Reprints and/or Manuscripts
 - c. Other Materials
 - d. Detailed Curriculum Vitae

Recommendation for Promotion - SECTION I
(To be filled out by the Department Head)

- Department/unit: _____
- A. Name of Candidate: _____
- B. For promotion: Yes No To rank of: _____
- C. Current rank: _____ Year & Month Received _____
- D. Average distribution of assignment:
 Research: _____
 Instruction: _____
 Service: _____
 Cooperative Extension: _____
 Administration: _____
- E. Highest degree: _____
 Date degree was received: _____ ; Institution: _____
- F. Years of professional experience prior to: KSU _____ ; at KSU _____
- G. Years of prior service credited toward 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 Head after departmental review

Faculty Recommendation:

	Promotion
Number voting yes	
Number voting no	
Number abstaining	
Number absent and not voting	

Department/Unit Head recommendation: Yes No

Department Head's Signature _____

DESCRIPTION OF RESPONSIBILITIES DURING EVALUATION PERIOD

SECTION II

To be completed by the Department/Unit Head and signed by Candidate and Head.

Candidate's Signature

Department Head's Signature

Date

Date

STATEMENT BY CANDIDATE

Statement of Candidate Accomplishments

SECTION III - A

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 /promotion decision. Summary is limited to the space provided below.

STATEMENT BY CANDIDATE

Statement of Five-Year Goals

SECTION III - B

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.

SUMMARY OF CANDIDATE'S INSTRUCTIONAL ACTIVITY

SECTION IV - A

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.

SUMMARY OF CANDIDATE'S INSTRUCTIONAL QUALITY

SECTION IV - B

Instructions: Candidate is to provide 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.

OTHER EVIDENCE OF SCHOLARSHIP AND CREATIVITY IN INSTRUCTION

SECTION IV - C

Instructions: Candidate is to provide 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 ACTIVITIES

SECTION V - A

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 ACTIVITIES

SECTION V - B

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 ACTIVITIES

SECTION V - C

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.

SERVICE CONTRIBUTIONS

SECTION VI

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

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.