

College of Arts and Sciences

Section 2. Criteria (Department, College, University)

A) **Outline and Description of Department of Art Criteria Used in Annual Merit Evaluation for Teaching/Scholarly Activity/Service**

In the annual merit evaluation of faculty accomplishments in the areas of teaching, scholarly activity, and service are considered. Some accomplishments that are considered in each category are listed below. The criteria used for making the merit evaluation are the quality and quantity of accomplishment in these areas. Portions of these criteria were first adopted by the faculty in 1989.

Accomplishments Considered as Teaching

- Academic advising
- Curriculum/Course development
- Instruction of studio classes
- Instruction of lecture classes
- Supervision of special classes (readings, problems, apprenticeship, etc.)

Accomplishments Considered as Scholarly Activity

- Attendance at scholarly, professional meetings
- Conducting creative research
- Efforts to maintain current knowledge of the field
- Proposal preparation
- Scholarly presentation at professional meetings
- Scholarly publication
- Workshop participation
- Workshop presentation (on and off campus)
- Supervising student research

Accomplishments Considered as Service Activity

Service to Professional Societies

- Society officer
- Meeting planner/organizer
- Session chair

Service to the University

- University committees
- Faculty Senate
- Faculty Senate officer
- Faculty Senate committees
- Graduate Council
- Graduate Council committees
- Advising activities which go beyond normal advising of students. Such activities include recruitment, attendance at pre-professional advising meetings, and assisting students in the admission process.
- Special assignments accepted by faculty

Service to the College
College committees

Service to the Department

Certain service roles of the department are shared
by all faculty

These include:

maintenance of orderly studios
routine maintenance and care of equipment
recommendations for purchases
participation in Annual Scholarship Art Sale

Departmental committee assignments

Coordinator of guest speakers

High school visitations and presentations

Participation in senior day and other recruiting activities

Preparation of the departmental newsletter and maintenance
of alumni records

Sponsor of Creative Arts Society

Director of student labor

Library liaison

Service to the Community/Region

Paid/Unpaid consulting and analyses based on professional
expertise

Professional/Non-professional accomplishments that exceed
normal community service

B) Linkage of Criteria to Department/College/University Goals.

- 1) Academic Advising Plan
- 2) Copies of Department, College, and University Mission Statements
- 3) Vision Statement/Value Statement
- 4) University Goals
- 5) Academic Structure

FORT HAYS STATE UNIVERSITY
Department of Art & Design
College of Art, Humanities, and Social Sciences
Guidelines for Faculty Tenure and Promotion

(Updated spring 2016)

This document details the Department of Art & Design's policies, criteria, and processes for faculty development and evaluation for merit, tenure, and promotion. These guidelines specify for the Department of Art & Design the procedures and criteria used for Faculty Development and Evaluation within the parameters of the University guidelines as included in the Fort Hays State University Faculty and Staff Handbook and the Memorandum of Agreement (MOA) with AAUP.

Teaching:

As outlined in the Memorandum of Agreement, expectations for consideration of tenure and promotions include:

1. terminal degree in area of specialization (or, if applicable, an equivalent number of years of experience)
2. charts summarizing course information for all on-campus courses taught at FHSU
 - number of students enrolled and grade distribution
 - syllabi for two courses of the most recent semester
3. student rating summaries that display meritorious teaching
4. statements from the chair and/or colleagues who have reviewed the candidate's classroom materials
5. evidence of improvement in instructional and evaluation techniques
 - participation in workshops, seminars, training sessions (local, regional, national, international) pertaining to one's field, to education generally, or to the use of technology in the classroom, etc.

The Department of Art & Design places great significance on teaching excellence and effectiveness. Teaching effectiveness refers to the proficiency of the instructor when interacting with students, and includes mentoring, involvement, supervision of student projects, research, and instructionally related work. In addition to the promotion and tenure documents required by the MOA, the Department of Art & Design expects the candidate to have a current knowledge base for each course taught, a methodology and pedagogy that relates to the course objectives and course requirements as listed in each course syllabus and a fair and clearly outlined evaluation system capable of adequately measuring and demonstrating each student's achievement in the course.

The Department of Art & Design also requires the inclusion of at least **three to five** of the following as evidence of teaching excellence:

- evidence of instructor expectations
 - lesson plans
 - rubrics, etc.
- letters that can specifically speak to examples of teaching excellence
 - these could be from professionals in area of specialty, alumni, students, knowledgeable peers and/or colleagues within or outside FHSU
- materials providing additional support suggestive of quality instruction and professional development
 - teaching awards
 - list of student success
 - attendance at lectures, workshops, conferences, exhibitions, art travel, etc.
- new course development
- course improvement

Creative/Scholarly Activity:

The Department of Art & Design acknowledges and respects the diversity of types of scholarship, which may include, but is not limited to, creation, research, pedagogy, exhibiting, curating, consulting, writing, editing, presenting, and participation in a wide range of professional activities related to determined specialty.

Evidence to be considered in the evaluation of creative/scholarly activity includes participation in at least **three to five** professional activities (annually outside the University community) in a variety of categories:

- evidence of portfolio or creative activity in area of specialty
- a regularly updated digital presence
- exhibitions (local, regional, curated, juried, invitational, etc.)
- publications (self-published, peer-reviewed, professionally-edited, digital, etc.)
- workshops (organizing, leading)
- conference (presentation, projects, exhibitions, organizing, etc.)
- curatorial work
- exhibition juror
- visiting scholar
- professionally commissioned work
- awards

Service:

The Department of Art & Design recognizes the value of faculty service contributions. Consideration for tenure and promotion requires participation in **at least two** areas of service annually:

- service to department in at least 2-3 activities
 - committees
 - recruiting
 - clubs
 - design work, etc.
- service to CAHSS and FHSU in a least one aspect
- professional service engagement
- community involvement related to profession

DRAFT

**Department of Communication Studies
Annual Statement of Responsibilities**

Goals Statement for Calendar Year:

Name: _____ Rank: _____

Years in Service: _____ Full time ___ Part time ___ Tenured ___ Temporary

Please indicate your agreement/disagreement with the following statements and provide any additional information requested.

Teaching

Yes No

_____ _____ 1. I agree to fulfill the following teaching responsibilities for ___% of my total contract:

_____ _____ A. To teach the following courses as assigned by the Department chair:

Spring

Fall

_____ _____ B. To provide a syllabus and course schedule for each course.

_____ _____ C. To provide evidence of teaching effectiveness through at least 2 of the following: Student evaluations, teaching assistant evals (for China faculty) graduate success, study guides, awards for teaching, graduate or colleague letters, etc.

_____ _____ D. To serve as a graduate advisor and/or to serve on graduate committees as needed or assigned.

_____ _____ E. To serve as an undergraduate advisor as needed or assigned.

_____ _____ F. To perform supplemental teaching duties as needed for the effective teaching of courses or as assigned. (Included are supervision of interns,

other such functions) which provide service to the department, college or university.

- ___ ___ C. To participate in other community service activities.
- ___ ___ D. To participate in discipline related service (host workshop, conference, etc.)
- ___ ___ E. To present scholarly workshops, demonstrations, or other presentations at campus or community venues.
- ___ ___ F. To attend at least three of the following university events: New teacher / faculty reception, University Christmas party, end of the year university reception; tenure/promotion reception; faculty retirement reception; American Democracy presentation; Times Talk; United Way reception. (* examples, not all possibilities)
- ___ ___ G. Advising a student organization (for which faculty does not receive release time).

Signature of Faculty Member

Date

Signature of Chair

Date

Preamble

Each academic department at Fort Hays State University has been charged with the responsibility of developing standards for tenure and promotion. The purpose of this document is to set forth the standards for tenure and promotion in the Department of Criminal Justice. The Department will ascribe and adhere to the University policies and procedures as set forth in the Faculty Handbook, Chapter Three (viz., years in rank, possession of a terminal degree, definitions of community service, etc.) and the American Association of University Professors (AAUP) Memorandum of Agreement (MOA).

Introduction

Areas of Professional Activities:

Faculty members within the Department of Criminal Justice at Fort Hays State University (FHSU) engage in professional activities in three recognized categories: teaching, scholarship, and service. The standard load performance in the three categories is weighted for evaluation purposes according to the following percentages: teaching (60%), scholarship (20%), and service (20%). Modifications to the standard weights within categories can be negotiated between an individual faculty member and the Department Chair. If weights are modified, it is under the constraint that the total load must always sum to 100% and that the modifications will be made in consideration with the current needs of the department.

Teaching:

Faculty members within the Department of Criminal Justice believe that teaching is an important professional activity and that effective and successful teaching is central to the mission of the department and the university. The typical teaching load is 4-4. Faculty members within the department will be evaluated in the area of teaching for both tenure and promotion. Faculty members will provide evidence of their contributions and effectiveness in this domain by submitting materials for evaluation. Examples of materials will include: course syllabi, student learning objectives, evidence of student learning, quantitative and narrative teaching evaluations for all courses taught, efforts to improve teaching, and efforts to assist others in teaching. The Department of Criminal Justice recognizes that teaching often extends beyond the classroom and thus academic advising is included as an integral part of the teaching responsibilities.

Scholarship:

The Department of Criminal Justice recognizes and promotes scholarship in five categories as defined by Boyer (1997). These include the scholarship of:

- discovery (contributes not only to the stock of human knowledge but also to the intellectual climate of an institution),
- integration (seeks to interpret, draw together and bring new insights to bear on original research),
- application (creates new intellectual understandings arising out of theory and practice),
- pedagogy (transforms and extends knowledge while transmitting an intelligible account of knowledge to the learners) and
- engagement (involves the faculty member in a mutually beneficial partnership with the community).

Furthermore, the Department of Criminal Justice places a *high value* on collegial behavior in scholarly activity. Collaborations can occur between professional colleagues and also in terms of mentoring undergraduate students and supervising graduate research. Such collaborations between faculty members and students require faculty members to contribute substantially more than editorial skills. As an undergraduate mentor or graduate thesis chair / committee member, faculty members must remain current in their field and be capable of designing methodologically sound experiments/studies to answer research questions.

Service:

The Department of Criminal Justice recognizes the variety of venues in which faculty members can perform service. This includes service to the: department, university, profession, and community. Service that is conducted toward the achievement of departmental goals is highly valued. Faculty members are encouraged to be good “citizens” and avoid behaviors that undermine moral and/or constructive relationships within and across administrative units.

Years toward Tenure and or Promotion:

It is possible for a candidate to have post-doctoral experience (i.e., any professional position since the earning of the doctoral degree) prior to being hired as a tenure-track professor at FHSU and subsequently be evaluated for promotion and / or tenure more quickly than the normal time course. The number of years toward tenure and / or promotion is negotiated during the initial hire and is used in the evaluation period in combination with years completed at FHSU.

Environment of Collegiality:

When performing duties associated with each of the three categories, faculty members are expected to act in a professional manner. Professional behavior includes collegial interactions with the department, students, and campus community. Examples of collegial behaviors include: positive and respectful interactions with students, staff, and colleagues within the department; regular attendance at department meetings / events; and a supportive attitude of the departmental mission in all areas. Behaviors that adversely affect collegiality or are chronically disruptive may be reflected in negative annual evaluations and/or promotion and tenure decisions.

Departmental Philosophy towards Standards for Tenure and Promotion:

The Department of Criminal Justice highly values both merit and diversity in its faculty. No one can be strong in all areas, yet merit should require being strong in some area. Though specific minimum criteria will be given in each of the three categories of teaching, scholarship, and service, it should be understood that meeting only the minimum standards in all three categories would not be considered satisfactory faculty development. The awarding of tenure and promotion will require exceeding the minimum criteria in at least one of the three categories.

Standards for Tenure

Teaching

Candidates for tenure will be evaluated in the category of teaching. To be awarded tenure, candidates must demonstrate a record of quality teaching. Student ratings (quantitative and qualitative) from the past three years, two course syllabi from the most recent semester, grade distributions for all courses taught at FHSU, peer reviews, and a statement by the candidate describing efforts to improve and enhance teaching should be included. Other indicators of

teaching quality that could be included are: development of a teaching philosophy, development of an advising philosophy, advisee evaluations, course development, and teaching awards. Student evaluations need to demonstrate a preponderance of positive opinion and student evaluations should not consistently fall below the average ratings for the department or college.

Scholarship

Candidates for tenure will be evaluated in the category of scholarship. As previously mentioned, the Department of Criminal Justice endorses an inclusive definition of scholarship. However, an activity must be communicated and disseminated through means commonly acceptable to the discipline. To be considered for tenure, a faculty member must carry out a combination of **five or more** of the following activities, with **at least one** activity during the period under evaluation coming from Tier I below.

Tier I

- 1) The publishing or acceptance of a book;
- 2) The publishing or acceptance of a publisher-reviewed textbook;
- 3) The publishing or acceptance of a paper in a peer-reviewed journal;
- 4) The publishing or acceptance of a chapter or an article in collections within a book;
- 5) The successful award of an extramurally funded grant;
- 6) The invitation to submit a paper or manuscript within one's area of expertise;
- 7) The publishing or acceptance of a research paper in a technical report or conference proceedings;
- 8) The editing of scholarly collections including Managing Editor and Associate Editor roles;
- 9) The supervision of undergraduate student research resulting in two publications;
- 10) The presentation of a paper or a poster session at professional conferences or invitation to provide professional development opportunities to the field, in any combination totaling 5 (which may not be also counted as a required Tier II activity and may not be the same presentation given at various professional conferences)

or

Tier II

- 11) The presentation of a paper or a poster session at a professional conference or the invitation to provide professional development opportunities to the field;
- 12) The organization and delivery of a workshop at a professional conference;
- 13) The writing of a grant proposal;
- 14) The publishing of a book review;
- 15) The supervision of graduate research (serving as the chair for 3 theses or a committee member for 5 theses; or a reasonable combination or equivalent);
- 16) The supervision of undergraduate research resulting in a conference presentation or publication submission;
- 17) The receipt of an internal grant;
- 18) The completion of a program or treatment evaluation for internal purposes;
- 19) The receipt of student research or teaching award or recognition by Graduate School or external association (which may not be also counted in #11)

*Categorization of a piece of scholarly work as Tier I or II will occur during yearly evaluations by the Department Chair in consultation with the faculty member.

Service

Candidates for tenure will be evaluated in the category of service. The candidate for tenure must provide documentation of service in any of the following areas: department, university, profession, and community. The candidate for tenure will have maintained a record of quality service in a variety of ways, documenting at least four total activities from at least two of the three categories below in each year of the tenure review period.

1. Service Activities – Profession
 - Serve on or organize a panel
 - Serve as an officer in a professional organization
 - Organize or assist in the organization of an academic conference
2. Service Activities – University
 - Serve on a university committee
 - Serve on a departmental committee
 - Assist with a department- or university –sponsored event (ex: Freshman Orientation, Visitation Day, etc.)
 - Give a presentation in a colleague’s class
3. Service Activities – Community
 - Provide consulting services, or in some other manner provide assistance to a public or private agency or organization
 - Serve as a moderator on a panel, colloquium, radio/TV program, or similar event
 - Give a presentation or lecture at one of the following: academic conference, public event (including a high school or other K-12 class)

*Categorization of a service activity will occur during yearly evaluations by the Department Chair in consultation with the faculty member.

Standards for Promotion to Associate Professor

The standards for promotion to Associate Professor are the same as the standards for tenure in the categories of teaching and service. However, the requirements for promotion to Associate professor differ in the category of scholarship. To be considered for promotion to Associate Professor, a faculty member must carry out a combination of **six or more** of the following activities, with **at least two** activities during the period under evaluation coming from Tier I below. However, #10 below may not be counted as both Tier I & Tier II activities. Note that a candidate applying for tenure and promotion at the same time may count the same scholarly work under both the criteria for tenure and promotion.

Tier I

- 1) The publishing or acceptance of a book;
- 2) The publishing or acceptance of a publisher-reviewed textbook;
- 3) The publishing or acceptance of a paper in a peer-reviewed journal;
- 4) The publishing or acceptance of a chapter or an article in collections within a book;
- 5) The successful award of an extramurally funded grant;

- 6) The invitation to submit a paper or manuscript within one's area of expertise;
- 7) The publishing or acceptance of a research paper in a technical report or conference proceedings;
- 8) The editing of scholarly collections including Managing Editor and Associate Editor roles;
- 9) The supervision of undergraduate student research resulting in two publications;
- 10) The presentation of a paper or a poster session at professional conferences or invitation to provide professional develop opportunities to the field, in any combination totaling 5 (which may not be also counted as a required Tier II activity and may not be the same presentation given at various professional conferences)

or

Tier II

- 11) The presentation of a paper or a poster session at a professional conference or the invitation to provide professional develop opportunities to the field;
- 12) The organization and delivery of a workshop at a professional conference;
- 13) The writing of a grant proposal;
- 14) The publishing of a book review;
- 16) The supervision of graduate research (serving as the chair for 3 theses or a committee member for 5 theses; or a reasonable combination or equivalent)
- 16) The supervision of undergraduate research resulting in a conference presentation or publication submission;
- 17) The receipt of an internal grant;
- 18) The completion of a program or treatment evaluation for internal purposes;
- 19) The receipt of student research or teaching award or recognition by Graduate School or external association (which may not be also counted in #11)

Standards for Promotion to Full Professor

Teaching

Candidates for promotion to full professor will be evaluated in the category of teaching. To be awarded full professor, candidates must demonstrate a record of high quality teaching. Student ratings (quantitative and qualitative) from the past three years, two course syllabi from the most recent semester, grade distributions for all courses taught at FHSU, peer reviews, and a statement by the candidate describing efforts to improve and enhance teaching should be included. Other indicators of teaching quality that could be included are: revision of teaching philosophy, revision of advising philosophy, advisee evaluations, course development, and teaching awards. Student evaluations need to demonstrate a preponderance of positive opinion and student evaluations should be competitive at the department and or college level.

Scholarship

Candidates for promotion to full professor will be evaluated in the category of Scholarship. Since promotion to Associate Professor, a faculty member must carry out a combination of **seven or more** of the following activities, with **at least three** activities during the period of evaluation coming from Tier I below.

Tier I

- 1) The publishing or acceptance of a book;
- 2) The publishing or acceptance of a publisher-reviewed textbook;
- 3) The publishing or acceptance of a paper in a peer-reviewed journal;
- 4) The publishing or acceptance of a chapter or an article in collections within a book;
- 5) The successful award of an extramurally funded grant;
- 6) The invitation to submit a paper or manuscript within one's area of expertise;
- 7) The publishing or acceptance of a research paper in a technical report or conference proceedings;
- 8) The editing of scholarly collections including Managing Editor and Associate Editor roles;
- 9) The supervision of undergraduate student research resulting in two publications;

or

Tier II

- 10) The presentation of a paper or a poster session at a professional conference or the invitation to provide professional development opportunities to the field;
- 11) The organization and delivery of a workshop at a professional conference;
- 12) The writing of a grant proposal;
- 13) The publishing of a book review;
- 14) The supervision of graduate research (serving as the chair for 3 theses or a committee member for 5 theses; or a reasonable combination or equivalent);
- 15) The supervision of undergraduate research resulting in a conference presentation or publication submission;
- 16) The receipt of an internal grant;
- 17) The completion of a program or treatment evaluation for internal purposes;
- 19) The receipt of student research or teaching award or recognition by Graduate School or external association (which may not be also counted in #10)

Service

The candidate for promotion to Full Professor must provide documentation of service in any of the following areas: department, profession, university, and community. The candidate for promotion will have maintained a record of quality service in a variety of ways. Additionally, since promotion to Associate Professor, a candidate will document at least five total activities from at least two of the three categories below in each year of the promotion review period.

1. Service Activities – Profession
 - Serve on or organize a panel
 - Serve as an officer in a professional organization
 - Organize or assist in the organization of an academic conference
2. Service Activities – University
 - Serve on a university committee
 - Serve on a departmental committee
 - Assist with a department- or university –sponsored event (ex: Freshman Orientation, Visitation Day, etc.)
 - Give a presentation in a colleague's class
3. Service Activities – Community

- Provide consulting services, or in some other manner provide assistance to a public or private agency or organization
- Serve as a moderator on a panel, colloquium, radio/TV program, or similar event
- Give a presentation or lecture at one of the following: academic conference, public event (including a high school or other K-12 class)

*Categorization of a service activity will occur during yearly evaluations by the Department Chair in consultation with the faculty member.

**DEPARTMENT OF ENGLISH
FORT HAYS STATE UNIVERSITY
GENERAL CRITERIA AND EXPECTATIONS FOR TEACHING, SERVICE, AND RESEARCH**

A. Teaching

1. Organization of Course
 - a) Is the course organized in terms of a coherent rationale, and is it flexible enough to provide for modification while the course is in progress if reorganization or modification seems warranted?
 - b) Are the general and specific objectives consistent with the rationale of the course?
 - c) Are students clear about the objectives? That is, do they understand what specific intellectual skills and abilities they are expected to develop and what knowledge they are expected to acquire?
 - d) Are reading assignments, writing assignments, and classroom assignments (such as reports, participating in panels, leading discussions, etc.) reasonably demanding and appropriate for attaining the objectives?
 - e) Do these assignments provide the instructor with an adequate basis for evaluating the students?
2. Knowledge of the Subject
 - a) Has the instructor sufficient academic background in the subject being taught?
 - b) Is the instructor able to use appropriate scholarly critical opinion in his or her teaching?
 - c) Is the instructor able to call upon a wide range of knowledge related to the subject?
 - d) Is the instructor able to present the subject thoroughly and in detail?
3. Instructor's Attitude Toward Subject
 - a) How is the instructor's approach to his or her course modified by his or her response to the following four questions: Is the material important? Is the material teachable? Is the course an adequate vehicle for the subject matter? Does the course function as an integral part of the English curriculum?
 - b) Does the instructor seek to prevent needless overlapping with other courses?
 - c) Is the instructor willing to modify his or her approach to the subject to suit the needs of the students, without distorting or otherwise betraying the material?
4. Ability to Explain
 - a) Is the instructor able to present material so that students can understand it? Does he or she explain material fully in language which students can comprehend? Is he or she sensitive to the needs of the students for further clarification of a subject or for additional background information (definition of an unfamiliar term, for example), and can the instructor provide such clarification of information fully and clearly?
 - b) Does the instructor show concern for making his or her class interesting as well as informative?
5. Speaking and Listening Ability
 - a) Does the instructor speak clearly and enunciate carefully? Does he or she have any speech habits or patterns that detract from the material being presented?
 - b) Does the instructor speak loudly enough to be heard easily in all parts of the classroom?
 - c) Does the instructor encourage students to speak loudly enough to be heard throughout the room?
 - d) When engaged in a discussion with students, does the instructor (1) listen carefully to students' questions and attempt to answer them clearly and directly, and (2) encourage

students to express individual ideas rather than merely wait to hear a predetermined answer?

6. Encouragement to Critical Thinking
 - a) Does the instructor present interpretive and analytical approaches appropriate to the material?
 - b) Does the instructor stimulate students to read, interpret and analyze the material themselves? Does he or she encourage comprehension, analysis, synthesis, and evaluation in both discussions and written assignments?
 - c) Does the instructor create an atmosphere for both the exchange and building of knowledge in the classroom?
 - d) Does the instructor encourage independent thinking within the discipline of the study? Does he or she respect reasonable alternatives to his or her point of view?
7. Attitude Toward Students
 - a) Is the instructor open to questions and comments from students, and is he or she able to create dialogue out of question and answer sessions?
 - b) Does the instructor respect each student and each student's right to express his or her ideas?
 - c) Does the instructor encourage conferences with students when the need for additional help is indicated?
 - d) Does the instructor consider the needs of his or her students without distorting the subject matter?
8. Fairness in Evaluating
 - a) Is the instructor's evaluation (tests, papers, projects, class discussions, etc.) consistent with the rationale for and objectives of the course?
 - b) Do methods of evaluation assess the students' comprehension of material and his or her ability to analyze, synthesize, and evaluate it?
 - c) Do methods of evaluation assess the students' ability to make sense in written form?
 - d) Is the evaluation of student achievement as objective as possible?
 - e) Are examinations thorough without being picky? That is, do they test the students' comprehension of essential knowledge (including skills and ability) rather than rote memorization of trivia?
 - f) Are efforts made to insure the reliability and validity of examination questions?

B. Professional Growth and Service (Research)

1. Advanced Graduate Work leading to terminal degree.
2. Service to the University

To what extent does the instructor

 - a) serve on appointed university committees (e.g., Tenure/Promotion Committee)?
 - b) serve on elected university committees (e.g., Faculty Senate)?
 - c) help to attract new students to the university (e.g., Senior Career Day, high school visitation)?
 - d) serve as advisor to student campus organizations and participate in faculty associations?
3. Service to the Academic Discipline

Does the instructor

 - a) write and publish in the field of English (language, literature, rhetoric, pedagogy)?
 - b) have research in progress which may result in publication?
 - c) publish creative work?
 - d) keep abreast of developments in scholarship in his or her primary area of concern?

- e) participate (read a paper or chair a panel at conventions or meetings) in professional organizations in the field of English (e.g., MLA, NCTE, CCCC, State English Association)?
4. Service to the Department
- Is the instructor willing
- a) to attend departmental meetings and serve on departmental committees?
 - b) to accept educational responsibilities outside the classroom, such as directing independent study, serving as advisor to the student, helping with enrollment?
 - c) to serve the department by taking on such additional responsibilities as substitute teaching an occasional class or proctoring an exam or paper?
5. Professionally-Related Community Service
- Has the instructor given lectures, led discussions, or attended meetings in the community where he or she served as a resource person in the field of English?

This statement of criteria adopted by the English faculty on November 29, 1983, and amended on September 5, 1996.

**DEPARTMENT OF ENGLISH
FORT HAYS STATE UNIVERSITY
MERIT, TENURE, AND PROMOTION STANDARDS**

The following guidelines for tenure and promotion will apply to all tenure-track faculty members hired by the FHSU Department of English beginning February 2007. In addition, the requirements for promotion to the rank of Professor will apply to all current and future faculty members. Faculty members applying for promotion to the rank of Associate Professor are also encouraged to follow these guidelines.

Merit

The standard merit distribution for all tenured or tenure-track faculty members in the Department of English will be 60% (Teaching), 20% (Scholarship), and 20% (Service).

Scholarship and Merit

For tenured and tenure-track faculty members, the 20% for scholarship can be negotiated upward (never downward); however, faculty members whose scholarly productivity for a given merit year will consist entirely of “**work in progress**” (see definition below) or lower-ranked scholarly activities should be warned that boosting their scholarship percentage above 20% is not in their best interest. Each year, all English Department faculty members are expected to be involved in scholarly projects that are listed on the Department’s official “Ranking of Scholarly Activities in English” document (see attached). Items in the **First Category** (refereed books and articles) will carry more weight in the merit review process than accomplishments in Categories Two, Three, and Four.

Minimal Requirements for Tenure and Promotion

Minimal Requirements for Promotion from Instructor to Assistant Professor

Completion of PhD in English
Previous appointment to tenure-track position

Minimal Requirements for Tenure and for Promotion from Assistant to Associate Professor

Minimal Research Requirement:

Two refereed articles (one of which may be published online) or refereed book chapters or, **one** refereed monograph or, **one** refereed article or book chapter; and an edited essay collection or reference volume (for which the candidate served as Editor in Chief [or the equivalent] and oversaw the project at all stages)

Beyond meeting the requirement indicated above, successful candidates for tenure and promotion to the rank of Associate Professor are expected to contribute regularly to their field(s) of study by presenting papers at conferences, chairing sessions or participating in panel discussions at conferences, reviewing books for scholarly journals, or writing entries for reference books relevant to English Studies (see items listed in Categories Two, Three, and Four on the “Ranking of Scholarly Activities in English Document”).

Comments and definitions:

“Work in Progress” refers to scholarly or creative work that has not yet been submitted for publication or presentation. A faculty member who wishes to receive merit for a work in progress must provide documentation of progress to the English Department Chair. This documentation may consist of a manuscript, typescript, detailed outline, or prospectus.

“Refereed” refers to scholarly articles, book chapters, or monographs that are reviewed anonymously by one or more experts. Candidates for tenure and promotion should provide the English Department Tenure and Promotion Committee with evidence of a journal or press’s editorial policies. Candidates with an interest in publishing on the Internet are strongly advised to discuss with the Tenure and Promotion Committee the appropriateness of an online journal **before** submitting their work. Both print journals and online journals must be significant enough to be listed in the *MLA Directory of Periodicals* or a similar reference work; in addition, on-line journals must meet or exceed standards for recognized journals published in hard copy. In reviewing on-line publications, the Tenure and Promotion Committee will consider issues such as the journal’s submission/rejection ratio and whether or not articles are submitted for “blind” review. Vanity publications of any form will not be counted toward tenure, promotion, or merit.

A candidate’s publications should be relevant to the field(s) that he or she is hired to cover. Candidates with questions about the relevance of potential publications should consult the Chair of the English Department and the Chair of the English Department Tenure and Promotion Committee before pursuing publication.

The FHSU English Department recognizes that publication is a slow process. Thus, the numbers given above as minimal requirements refer to publications that have appeared in print during the candidate’s progress toward tenure or to items that are forthcoming by the time the candidate undergoes his or her final year of review. **“Forthcoming”** means that a submitted piece of writing has been officially accepted by a journal or press, after being peer reviewed, and that it no longer requires significant revision. Candidates who list items as “forthcoming publications” must provide official documentation of the publication’s acceptance and its current status. (Editors who are casual about such matters will provide formal documentation when asked.) Pieces of writing that are currently under review or that are currently being revised for resubmission are not considered “forthcoming.” If listed on the CV, such pieces should appear as “submissions,” not as “publications.”

Minimal Service Requirements

Consistently exemplary completion of service assignments for the English Department and the University including *active* service on committees (e.g., the Graduate Committee, the Marketing Committee, and the Departmental Website Committee) and regular participation in university functions, such as Parents’ Day and Graduation. All service responsibilities must be completed in an effective, timely manner. Chairs of departmental committees are expected to call meetings and produce results.

Minimal Teaching Requirements

Consistently demonstrated excellence in teaching undergraduate and (where appropriate) graduate-level courses. Judgment of the candidate's performance will be based on student and peer evaluations; review of syllabi, grade distribution, and retention records for all classes; and the judgment of the English Department Chair, the Director of Composition (when appropriate) and the members of the Tenure and Promotion Committee.

Comments: The Chair of the English Department, the Director of Composition (if eligible*), and members of the Tenure and Promotion Committee may visit classes of candidates for tenure and promotion unannounced. (No candidate will be singled out for unannounced class visits; if such visits are performed in any given review period, all candidates will receive visits.) One announced class visit will be scheduled each academic year by the Chair and the Director of Composition.

* The Director of Composition will have input in the tenure and promotion review process only if he or she is tenured and (in the case of promotion) of superior rank to the candidates in question.

Minimal Requirements for Promotion from Associate to Full Professor

Minimal Scholarship since the Candidate's Last Promotion.

Three refereed articles or refereed book chapters
or, **one** refereed monograph
or, **one** refereed article or book chapter and an edited essay collection or reference volume (for which the candidate served as Editor in Chief [or the equivalent] and oversaw the project at all stages)

Successful candidates for promotion to Professor are also expected to contribute regularly to their field(s) of study in the fashion described on page 1 of this document.

Minimal Service and Teaching: same as above.

Ranking of Scholarly Activities in English. The English department criteria for promotion are based on the general criteria set forth in the *FHSU Faculty Handbook* (Chapter 3, pp.9-17) and on the specific criteria set forth in the *Department of English Comprehensive Faculty Evaluation and Development Handbook* (Chapter 3, "Criteria to Consider in Evaluating Teaching, Scholarly Activities, and Service for Merit, Tenure, and Promotion"—adopted by the English faculty 11/29/83, amended 9/5/96).

FIRST CATEGORY

- a) Publication of juried scholarly books and textbooks in discipline-related subjects or book-length creative writing reviewed by peers. (No books published by "vanity presses" in any category will be considered for merit.)
- b) Publication of articles on discipline-related subjects in juried journals; collections of essays, books, encyclopedias, or other literary reference works; or of creative writing in journals or anthologies reviewed by peers.
- c) Editorships of discipline-related books, journals, or festschrifts.

SECOND CATEGORY

- a) Reading/presenting juried papers at regional, national, or international conferences.
- b) Publication of critical book reviews in juried journals or other printed works, such as collections of essays.
- c) Research, design, and development of published computer-aided instructional programs

THIRD CATEGORY

- a) Organizing, chairing, or participating in program sessions at juried regional, national, or international conferences.
- b) Publication of discipline-related works (e.g. *Handbook*) in FHSU or local publications.
- c) Reviews of discipline-related works for publishing houses.
- d) Receiving funding for grants.

FOURTH CATEGORY

- a) Additional graduate work (including degree completion).
- b) Scholarly, pedagogical, or creative writing work in progress.
- c) Applying for grants.
- d) Attending professional meetings.

This list and ranking of scholarly activities is subject to on-going discussion and to change by a majority vote of the English faculty.

Adopted by English Faculty
September 5, 1996

Department of History
Fort Hays State University
Standards for Tenure

Preamble

Each academic department at Fort Hays State University has been charged with the responsibility for developing standards for tenure and promotion. The purpose of this document is to set forth the standards for tenure in the Department of History. The Department will ascribe and adhere to the University policies and procedures as set forth in the Memorandum of Agreement, Fiscal Years 2011, 2012 and 2013, July 1, 2010 to June 30, 2013, Article IX Tenure and Article X Promotion.

Policy

1) Standards for Tenure

A) Teaching.

General

The candidate for tenure will have established a record of quality teaching. Student evaluations, syllabi, advisee ratings, peer evaluations, course development, and instructional improvement are among the indicators that can be used to assess the candidate's teaching record.

Specific

The candidate for tenure will demonstrate a) competency in the electronic classroom and b) successful integration of technology in classroom teaching. The electronic classroom is defined as a) being either a class administered and delivered in a distance education format via the internet, video-tape, ITV, or other delivery system where the instructor's predominant means of interaction IS NOT face-to-face or b) and on-campus class delivered in a format where the instructor's predominant means of interaction IS face-to-face but that also incorporates appropriate levels of the aforementioned technologies in a supporting role, i.e. web pages, on-line testing, video-lecture

supplements, class lists, use of Blackboard or other university-wide delivery system.

B) Scholarly Activity/Research.

General

The candidate for tenure will have maintained an active scholarly agenda. Indicators of an active agenda include but are not limited to: publications of books; publications in books, encyclopedias, and dictionaries; publications of articles and book reviews in scholarly journals; presentations at professional meetings; and pursuits or grants and other funding projects.

Specific

The candidate must publish AT LEAST (1) article in a refereed journal or an article in a peer-reviewed, edited book.

C) Service.

General

The candidate for tenure will have maintained a record of quality service. Indicators of quality service include membership on university committees, college committees, department committees, program committees, professional organization activities, and community service.

Specific

The candidate for tenure will have maintained a record of quality service on AT LEAST (1) extra-departmental committees (college or university level) and in AT LEAST (1) extra-university endeavor (History Day, Kansas Humanities Council, University of Kansas Press, advisory boards, etc.)

REVISED: August, 2001; October 1, 2008; August 18, 2010

Department of History
Fort Hays State University
Standards for Promotion

Preamble

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A) Standards for Promotion to Associate Professor of History

The standards for promotion to Associate Professor are the same as the standards for tenure with regards to teaching and service. The candidate for Associate Professor must publish:

- A. A book, OR
- B. Two book chapters, OR
- C. Two articles in reputable journal, OR
- D. One book chapter and one article in a reputable journal, OR
- E. One book chapter and five encyclopedia or dictionary essays, OR
- F. One article in a reputable journal and five encyclopedias or dictionary essays

These publications can be authored, multiple-authored, edited, or multiple-edited. All refereed journals are considered reputable.

B. Standards for Promotion to Full Professor of History

These standards apply only to those who have already become an Associate Professor of History or who have already met the standards for being promoted to the rank of Associate Professor. The candidate for Full Professor must have established a record of high quality teaching, high quality scholarly activity/research, and high quality service. In the area of scholarly activity/research, the candidate for Full Professor will, in addition to work published prior to advancement to Associate Professor, must publish:

- A. Another book, OR
- B. Two additional book chapters, OR
- C. Two additional articles in reputable journals, OR
- D. One additional book chapter and one additional article in a reputable journal, OR

- E. One additional book chapter and five additional encyclopedia or dictionary essays, OR**
- F. One additional article in a reputable journal and five additional encyclopedia or dictionary essays**

**These publications can be authored, multiple-authored, edited, or multiple-edited.
All refereed journals are considered reputable.**

Revised: 12/01/03; October 1, 2008, August 18, 2010

FORT HAYS STATE UNIVERSITY
Department of Leadership Studies
College of Arts, Humanities and Social Sciences
Guidelines for Faculty Development and Evaluation

This document prescribes the Department of Leadership Studies' policies, criteria, and processes for faculty development and evaluation for merit, tenure, and promotion. These guidelines specify for the Department of Leadership Studies the procedures and criteria used for Faculty Development and Evaluation within the parameters of the University guidelines as included in the Fort Hays State University Faculty and Staff Handbook and the Memorandum of Agreement (MOA) with AAUP.

The policies, criteria, and processes for faculty development and evaluation must:

- be equitable, fairly applied, and implemented with the input of faculty within the department
- be congruent with the mission of the Department of Leadership Studies and Fort Hays State University
- be transparent
- be measurable and as objective as possible
- be congruent with and integrated into FHSU's overall faculty evaluation system
- include faculty assistance, development, and support procedures to address lack of performance

VALUES STATEMENT

Providing quality instruction is the primary mission of the Department of Leadership Studies; instructors strive to promote the academic and personal growth of students and to prepare students for positions of responsibility in a competitive organizational environment by fostering stimulating, interactive learning that stresses student involvement, professionalism, and academic excellence. Teaching effectiveness is a major criterion for merit, retention and tenure, as well as promotion to any rank.

The Department of Leadership Studies' emphasis on quality teaching is recognized and supported in its research and professional service functions. A wide range of intellectual contributions that reflects the expertise of the faculty is seen as complementary to and supportive of the primary goal of providing quality education to students. Thus, research on teaching and issues related to instructional development, as well as applied and theoretical research, are important. Scholarship activity enables faculty to expand the domain of leadership knowledge, contribute to improvements in professional practice, and enhance teaching effectiveness.

The service role of faculty is comprised of University, public, and professional activities. University service allows faculty the opportunity and responsibility of participating in the decision-making processes of the University. Involvement in professional service reflects

the commitment of faculty to their profession. Involvement in public or community service stems from the traditional view of the role of the University in the dissemination of new information. Community service is defined as the application of a faculty member's formally recognized area of expertise in the community, typically without pay or with token payment. Service performance at Fort Hays State University includes service to your profession, service to Fort Hays State University, and service to the community.

When performing duties associated with each of the three categories, faculty members are expected to act in a professional manner. Professional behavior includes collegial interactions with the department, students, and campus community. Examples of collegial behaviors include: positive and respectful interactions with students, staff, and colleagues across campus and beyond; regular attendance at department meetings / events; and a supportive attitude of the departmental mission in all areas. Behaviors that adversely affect collegiality or are chronically disruptive may be reflected in negative annual evaluations and/or promotion and tenure decisions.

ANNUAL MERIT EVALUATION

The evaluation of each faculty member will be based on teaching, scholarly activities and service as defined below, and will be consistent with the Fort Hays State University Faculty Handbook or the Memorandum of Agreement (MOA) between Fort Hays State University Chapter of the American Association of University Professors (AAUP) and Fort Hays State University, if applicable. An annual statement of responsibilities, short-term and long-term plans, vitae, teaching and research portfolios will be used in the evaluation of each faculty member. Each faculty member must receive an annual written evaluation addressing the three areas (instruction, research, and service) identifying strengths and weaknesses as well as recommendations for improvements. For faculty evaluation purposes, the Department of Leadership Studies establishes multiple weights for instruction, scholarly activity, and service contributions relative to the type of position held by each faculty member. These weights are negotiated with the department chair and approved by the dean.

Any disagreements on merit evaluation will follow the merit appeal procedure as outlined in the MOA.

Instructional Activity

Teaching effectiveness refers to the competence of the instructor when interacting with students, and includes mentoring, involvement, supervision of student projects, research, and instructionally related work. The assessment of teaching effectiveness is based on evaluation of teaching methodology, student interaction, course management, and content expertise. Teaching performance at Fort Hays State University includes: course content, complexity, and level; student evaluations; teaching innovations; direction of student research projects; awards, honors, and other teaching recognitions.

In the Department of Leadership Studies, teaching performance is measured by the department chair with faculty input via the LDRS Faculty Evaluation Instrument (see Appendix). The areas of evaluation are: teaching related activities, professional development related to teaching, and evaluation of teaching.

TEACHING ACTIVITIES

Relevant teaching activities are described in the LDRS Faculty Evaluation Instrument.

PROFESSIONAL DEVELOPMENT RELATED TO TEACHING

Relevant professional development related to teaching which may include teaching-related conferences, workshops, seminars, continuing education, post-doctoral studies, distance learning/online course training, etc.

TEACHING EVALUATION

RECEIVE PEER TEACHING FEEDBACK

Faculty are strongly encouraged to request peer teaching evaluations utilizing departmental rubric.

SELF-EVALUATION

Assess your teaching on a 5-point scale with 1 indicating consistently low performance and 5 indicating consistently excellent and high quality performance. Your evaluation should include the quality and quantity of your teaching, your knowledge of the profession, your interpersonal and communication skills, your initiative and resourcefulness, your supervisory and organizational skills, your attitude, and your flexibility/adaptability. Should your evaluation and that of your department chair differ substantially, you may be asked to provide documentation or other support for your evaluation.

Research Activity

The Department of Leadership Studies recognizes four major areas of scholarly activity. Discipline-based scholarship contributions add to the theory or knowledge base of the faculty member's field. Published research results and theoretical innovation qualify as discipline-based scholarship contributions. Examples include refereed presentations at academic conferences and seminars, refereed articles in academic journals, refereed books, monographs, and chapters, major editorial responsibilities such as editor-in-chief or executive editor of academic journals, reports from sponsored research, and so on.

Learning and pedagogical research contributions influence the teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as learning and pedagogical research contributions. Examples include refereed articles on teaching innovations, textbooks and chapters, presentations to education seminars or conventions, teaching cases, major

editorial responsibilities such as editor-in-chief or executive editor of pedagogical or learning-focused journals, new learning materials, new curricula development, new course creation, and so on.

Contributions to practice influence professional practice in the faculty member's field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on applied consulting all qualify as contributions to practice. Examples include refereed articles in practitioner journals, presentations at practitioner seminars or conventions, reports from sponsored research on practice issues, documented practice software, executive education course creation, major editorial responsibilities such as editor-in-chief or executive editor of practitioner journals, and so on.

Scholarship of engagement: As defined by the National Review Board, the scholarship of engagement captures scholarship in the areas of teaching, research, and/or service by engaging faculty in academically relevant work that simultaneously meets university and college missions and goals as well as community needs. In essence, it is a scholarly agenda that integrates community issues. In this definition, community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good. The scholarship of engagement involves connecting the resources of the university to the most pressing social, civic, economic, and ethical problems facing students, communities, and society by generating research and teaching that supplies civic purpose and public meaning to the production of knowledge. The scholarship of engagement encompasses not only the quality and impact of public service work, but also the dissemination of public service as expressed through intellectual contributions and interaction among academic scholars.

* For purposes of annual merit evaluation, published journal articles (blind peer review) will be counted toward faculty member research productivity for the following five-year period (including the year it was published). Other types of research activity will only be counted toward the annual evaluation during the year in which they occurred.

Points cannot be double-counted for the same intellectual contribution. For example, a paper presented at both the regional and national levels would earn points for only one conference.

While it is understood that solo intellectual contributions require more individual effort than joint work, the department recognizes multiple-colleague intellectual contributions equally, regardless of the number of authors involved. Faculty researchers receive the same number of points for intellectual contributions whether they are a solo author or a co-author.

The point system is intended as a guideline for differentiating among various intellectual contributions. The underlying premise for point allocation is the extent to which contributions improve theory and practice, and support the present and future quality of instruction at this and other institutions. Degrees of public scrutiny exist, and greater

points should be allocated for contributions receiving wider public scrutiny by academic peers and/or practitioners.

In the Department of Leadership Studies, scholarly activity is measured by the department chair with faculty input via the LDRS Faculty Evaluation Instrument (see Appendix).

Service Activity

The service role of faculty is comprised of University, public, and professional activities. University service allows faculty the opportunity and responsibility of participating in the decision-making processes of the University. Involvement in professional service reflects the commitment of faculty to their profession. Involvement in public or community service stems from the traditional view of the role of the University in the dissemination of new information. Community service is defined as the application of a faculty member's formally recognized area of expertise in the community, typically without pay or with token payment. The following describes service performance at Fort Hays State University.

1. Service to the profession includes but is not limited to state, regional, or national offices held in professional organizations, organizing a professional workshop or meeting, creating and sustaining community partnerships and other related activities.
2. Service to FHSU includes but is not limited to committee assignments (chair or member), offices held (elective or appointed), involvement in campus activities (Tiger Friends and Family Day, high school workshops, etc.), part-time administrative assignments, sponsoring or advising a student organization, contributions to recruitment or retention of students and so on. This service includes activities in support of the department, the college, and the University.
3. Community service is expected of every good citizen of the community. Community service as a part of the evaluation process should be related to one's professional expertise.
4. Administrative activity as outlined in a faculty member's annual statement of responsibilities.

At the Department of Leadership Studies, service performance is measured by department chair evaluation of a faculty member's service to the profession, department, college, university and community. The faculty member carries the burden of proof to demonstrate the commitment to and active participation in service activities. Demonstration of participation may include, but is not limited to, letters of support from committee chairs and reports or other documentation of committee productivity.

In the Department of Leadership Studies, service activity is measured by the department chair with faculty input via the LDRS Faculty Evaluation Instrument (see Appendix).

TENURE AND PROMOTION

TENURE

Fort Hays State University shall award tenure on the basis of merit which has been substantiated by academic credentials and by the results of a systematic evaluation of the faculty member involved. Tenure is not automatic but must be earned.

All faculty members being considered for tenure have the obligation to demonstrate they are qualified to serve the University on a continuing basis in teaching, scholarly responsibilities, and service. Accordingly, such faculty members must provide the evaluating body with appropriate evidence of how they have discharged their responsibilities. Faculty should refer to the Memorandum of Agreement with AAUP and the University Faculty and Staff Handbook concerning the tenure, pathway, procedure and tenure file format.

Eligibility for Tenure:

To be eligible for tenure a faculty member shall fulfill all the requirements set forth in sections 1, 2, and 3.

1. Degree Requirement

Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities. The following descriptions are not meant to be exhaustive, but indicative, of the meaning of academic qualification.

A. A doctoral degree in the area in which the individual teaches.

The term “doctoral degree” means completion of a degree program intended to produce scholars capable of creating original scholarly contributions through advances in research or theory. In some cases, programs with the word “doctorate” (or equivalent) in the title do not have the aim to produce scholars who make original intellectual contributions. Those would not be deemed to be “doctoral degrees” in the sense required in the accreditation review process. Such non-research “doctorates” might be deemed academically qualified per “B” below. Since the intent of academic qualifications is to assure that faculty members have research competence in their primary field of teaching, the existence of a current research record in the teaching field will be accepted as prima facie evidence of academic qualifications, regardless of credentials.

B. Substantial specialized coursework in the field of primary teaching responsibilities, but no research doctoral degree.

Individuals meeting this condition may constitute specialized instructional resources for the school. Such a faculty member may have a specialized master's degree in a leadership-related field and have completed some coursework in a leadership-related doctoral program. As noted in category one above, non-research "doctorates" may fit into this category. These individuals are to be considered academically qualified. Except for graduate leadership students in a research doctoral program who have completed all but the dissertation in their program of study, their number should be limited in each discipline. For such graduate students, this status will apply for no more than three years beyond their most recently completed graduate comprehensive examination.

2. Professional Expectations

Expectations of granting of tenure shall embrace excellence in the areas of teaching, scholarly activity, and service to the university, the region, and profession. Teaching is of primary importance to the academic mission of the Department of Leadership Studies and the University. Effective teaching must be demonstratively evident and offered as such by the candidate for tenure. Faculty members must hold the terminal degree. Service must be demonstratively evident and offered as such by the candidate for tenure.

3. Probationary Period

- a. All faculty shall serve a probationary period of six years of full-time employment. Normally, this period will consist of six regular annual academic year appointments at the rank of assistant professor or higher, plus reappointment for the seventh year. In accordance with the tenure process set out in the MOA, systematic evaluations are conducted each year to determine if faculty members will be re-appointed to the tenure-track position. The decision to award tenure shall be made during the sixth year of service. In cases where tenure is denied, the seventh year of service is the terminal year of appointment.
- b. Tenure is not granted for a temporary or part-time position.
- c. Faculty coming to Fort Hays State University with prior service at other institutions at ranks earning tenure at FHSU may have some or all of these years of service count toward the probationary period. For persons employed in the rank of assistant professor, no more than three years of prior service at another institution may count toward the probationary period. For persons employed at the rank of associate professor, no more than four years of service may be counted. For persons employed at the rank of professor, no more than five years of service may be counted. Exceptions must be approved by the president.

PROMOTION

Promotion in rank is not a matter of routine, seniority, or time served. Rather, it is the recognition of the cumulative professional record of a faculty member as well as his/her potential for continued growth and contribution. The criteria to be used for evaluating faculty members for promotion are presented below. Faculty should refer to the MOA and the University Faculty and Staff Handbook concerning the promotion procedure and promotion file format.

It is the policy of the Department of Leadership Studies to hire faculty with terminal degrees at the rank of assistant professor or higher, depending on credentials.

Assistant Professor

Although promotion shall not be granted solely on the basis of time in rank, achievement of a terminal degree is necessary before an instructor becomes eligible for promotion to assistant professor. Upon receipt of the terminal degree, instructors will automatically be promoted to the rank of assistant professor.

Associate Professor

Although promotion shall not be granted solely on the basis of time in rank, four years of service as an assistant professor is regarded as the normal time necessary before an assistant professor becomes eligible for promotion to associate professor. Early promotions will be considered only when there is acceptable evidence of truly exceptional contributions in teaching, scholarly activities, and university/professional service. A terminal degree deemed appropriate by the discipline is required for promotion from assistant to associate professor.

Evaluation for promotion to the rank of associate professor shall emphasize a sustained commitment to excellence in teaching. In addition, the candidate shall clearly have achieved a level of scholarship indicated by mastery of relevant disciplines and skills as well as having made significant scholarly contributions which have been recognized by professional peers. In the rank of assistant professor, as part of their scholarly portfolio, a minimum of two acceptable peer-reviewed journal articles plus other evidence of scholarly activity related to the discipline will be expected for promotion. Additionally, the faculty member must be instructionally current. The faculty member shall have become a visible member of the academic community through involvement in university and professional service, and shall demonstrate a commitment to continued professional growth.

Professor

Although promotion shall not be granted solely on the basis of time in rank, five years of service as an associate professor is regarded as the normal time necessary before an associate professor becomes eligible for promotion to professor. Early promotions will be

considered only when there is evidence of exceptional contributions in teaching, scholarly achievement, and university/professional service.

In addition to maintaining excellence in his/her teaching, the candidate shall also have provided leadership in creating an intellectual environment. The candidate shall be an accomplished scholar in his/her discipline and shall have achieved mastery of relevant skills. Also, the cumulative record of scholarly productivity shall be substantially greater than that expected of other ranks. Accomplishments shall be recognized by professional peers both from within and outside the University. For promotion, faculty members will be expected to publish, as part of their scholarly portfolio, a minimum of three acceptable peer-reviewed journal articles plus other evidence of scholarly activity related to their teaching discipline since the last promotion. Applicants for promotion to the rank of professor must demonstrate research mastery in their discipline (e.g., at least one acceptable solo research publication). Additionally, the faculty member must be instructionally current. Furthermore, there shall also be an established record of significant contributions in the form of university and professional service.

PROCEDURES RELATING TO DISMISSAL OF TENURED FACULTY DUE TO CHRONIC LOW PERFORMANCE

Fort Hays State University is committed to recruiting only those faculty who show clear promise of success in the academic setting. The University is committed to the principles of academic freedom and, within those principles, to the system of tenure. Tenure is an important part of academic freedom, but does not accord freedom from accountability. Just as the University is committed to recruit excellent faculty and to insure the excellence of their performance, so too, is the University dedicated to faculty renewal and development. Thus the concept of regular, rigorous faculty review is a part of the University's commitment to providing support to all its faculty. Therefore the Department of Leadership Studies utilizes the following based on the Chronic Low Performance statement in the MOA.

I. Statement of Policy

The faculty of Fort Hays State University hereby recognizes that the relationship between a faculty member and the University requires adequate performance of certain duties by the faculty member. Tenure, in its protection of academic freedom, while it shields faculty from discriminatory, unfair, arbitrary or capricious dismissal, is not designed to shield them from the consequences of inadequate performance or non-performance of their duties.

Every faculty member's performance is subject to review to determine whether each faculty member has fulfilled his or her duties. Sustained failure of a faculty member to carry out his or her academic responsibilities, despite the opportunities for University faculty development or other appropriate interventions, is cause for consideration of dismissal from Fort Hays State University, by due process and following all procedures in the MOA and Faculty Handbook as applicable.

II. Implementation

A. Evaluation Process

The annual LDRS Faculty Evaluation procedure will include a statement of the overall acceptable level of performance that meets faculty academic responsibilities, a provision for faculty development, and a statement of a faculty member's right to due process, including use of grievance procedures set out in the MOA, in the event any disagreement should arise in the course of the evaluation.

B. Individual Expectations

Fort Hays State University policy provides for differential allocations for effort among tenured faculty in the areas of their academic responsibilities. The individual's performance expectations for the period are determined by the allocation of effort and the departmentally-established responsibilities in an academic area. These expectations will serve as the basis for the individual's annual reviews as outlined in the annual evaluation process.

C. Evaluation

Each faculty member shall be evaluated annually by the department chair using the criteria outlined in this document. When a tenured unit faculty member's overall performance falls below a minimum acceptable level, as indicated by the annual faculty member's evaluation, the department Chair shall so indicate on the evaluation form and in writing to the faculty member.

The faculty member will provide relevant information for the purposes of evaluation. Multiple sources of information used to evaluate the teaching component will include students' ratings of instruction and such other information as may be appropriate.

If the annual evaluation reveals that a faculty member's performance is below departmental expectations, the written evaluation shall be specific in describing the deficiencies and in suggesting methods for improvement. The chair will create a developmental plan to assist the faculty member in remediating performance issues. This plan will include specific performance outcomes that should be completed by the next performance review.

D. Appropriate Interventions, Including Faculty Development Options

Faculty development is the term used for the University's investment in its faculty. While primarily relied upon to promote development, it may be utilized for corrective action.

When a tenured faculty member's overall performance falls below a minimum acceptable level, the department chair, after meeting with the Dean of the college, will consult with the individual about development and/or improvement activities and will also indicate in writing a suggested course of action to improve the performance of the faculty member. The suggested course of action may include appropriate provisions for faculty development, or for other appropriate interventions, such as counseling, medical leave or a change in teaching assignments. The department chair may call upon the University administration for assistance in constructing such a plan, including provision for additional resources, where needed. A faculty member may reject any plan recommended to aid performance levels, but the faculty member must understand that a sustained overall failure to meet departmental expectations is a basis for dismissal. In subsequent annual evaluations, the faculty member will be required to report on activities aimed at improving performance and provide a listing of improvement initiatives, efforts and results. The names of faculty members who fail to meet minimum standards for the year following the department chair's suggested course of action will be forwarded to the Dean of the College of Arts and Sciences.

E. Determination That Departmental Expectations Are Not Being Met

If a tenured faculty member has been informed that his or her overall performance fails to meet the departmental expectations (instruction, scholarly activity, service and/or collegiality), the faculty member may request a review by a faculty committee designated to hear such matters in the College of Arts and Sciences. The review committee will issue a non-binding recommendation on the appropriateness of this conclusion to the department chair. The department chair may change the evaluation after receiving the committee's decision, or may choose not to do so. In any event, the report of the committee will become a permanent part of the faculty member's personnel file within the department and shall be available to the faculty member.

The names of faculty members who fail to meet minimum standards for the year following the department chair's suggested course of action will be forwarded to the Dean of the College of Arts and Sciences.

F. Recommendation for Dismissal

If a faculty member has two successive or a total of three evaluations in any five-year period in which minimum standards are not met, the "dismissal for cause" will occur subject to the results of any appeal pursued in accordance with the MOA. In making this determination, the department chair and review committee must state the nature of the failure to meet the departmental expectations, the reasons for this failure, the number of years that the faculty member has failed to meet departmental expectations, the level of discernible improvement in the

faculty member's performance after being notified of any failure in performance, and the extent to which the faculty member has complied with the terms of any plan developed to improve the faculty member's performance.

The findings of sustained failure must not abuse academic freedom or be used as a cover for discriminatory, unfair, arbitrary, or capricious dismissal.

The "overall acceptable level of performance" as approved by the College of Arts and Sciences pursuant to the MOA is described in the annual evaluation process.

MITIGATING OR UNUSUAL CIRCUMSTANCES

During any given year, numerous events or activities may negatively impact a faculty member's performance in one area. Determinations about the impact of these circumstances will be made on a case by case basis by the department chair.

Approved by Department of Leadership Studies faculty on June 21, 2013.

Recommended and approved by the faculty of the Leadership Studies department, dean of the College of Arts, Humanities, and Social Sciences, and provost of Fort Hays State University on August 1, 2013.

This document replaces all the existing pertinent departmental faculty development and evaluation documents.

LDRS Faculty Evaluation Instrument	
Instruction	0
Scholarly Activity	0
Service	0
Total	0

Notes - All point values should have notes to justify selected values

Teaching Activities	Points Possible	Points Awarded	Contr	
			T = Teaching 60T;20R;20S	60T;1C
Writing Intensiveness	4	0	4	4
Use of Diverse Presentation Modes	4	0	4	4
Use of New and/or Diverse Instructional Materials	4	0	4	4
Integration of Emerging Information Technology	4	0	4	4
Student Activities (e.g., Library Research;	4	0	4	4
Extra Instruction Activities (e.g., Labs; Help	4	0	4	4
Sections; ChyD; Travel to a Partner Campus; Lead a	4	0	4	4
New Course Development or Course	4	0	4	4
Proper Course Design (e.g., Course Syllabus; Clear	4	0	4	4
Statement of Educational Objectives; Currency of	4	0	4	4
Use of Community Based Projects or Service-	4	0	4	4
Office Hours and/or Availability	4	0	4	4
Honors, Awards, or Recognition for Teaching	4	0	4	4
Evaluation of Student Outcomes and Providing	4	0	4	4
Regular Class Attendance and Participation	4	0	4	4
Supervising Student Research Projects	4	0	4	4
Communicate Regularly with Cooperating Teacher	0	0	0	0
Student Advising (e.g., Course Enrollment; Career	5	0	5	5
Counseling; Mentoring; Letters of				
(e.g., CTELT Training; Conferences; Workshops;	8	0	8	8
Webinars)				
Self-Evaluation of Teaching (Rate yourself)	5	0	5	5
Received Peer Teaching Feedback during calendar	4	0	4	4

Teaching Eva	Modality: Mean - 4.0 or greater = 100%; 3.8-4.0 = 90%; 3.6-3.8 = 80%; 3.4-3.6 = 70%; 3.2-3.4 = 60%; 3.0-3.2 = 50%; 3.0 or less = 10%	10	0	10
	scholarly activity)	20	0	10
	Published Journal Article (Blind Peer Review) *	10	0	10
	Published Journal Article (Non-Refereed)	6	0	6
	Published Book	15	0	15
	Published Book Chapter	8	0	8
	Edited Book	10	0	10
	Invited Publications	6	0	6
	Published Book Review	2	0	2
	Published Manual	8	0	8
	Published Workbook	8	0	8
	Published Test Bank	6	0	6
	Published Study Guide	4	0	4
	Refereed Case Study	6	0	6
	Publishing a Newsletter or Sequence of Reports	6	0	6
	Edit a Conference Proceeding	2	0	2
	Locally Published Writing (e.g. newspaper	2	0	2
	Inter/National Conference with Paper in Published	8	0	8
	Inter/National Conference without Paper in	6	0	6
	Regional Conference with Paper in Published	7	0	7
	Regional Conference without Paper in Proceedings	5	0	5
	Local Presentation	2	0	2
	Poster Presentation	6	0	6
	Peer Reviewer for Conference Proposals	2	0	2
	Peer Reviewer for a Journal	4	0	4
	Peer Reviewer for Grant Proposals	6	0	6
	Faculty Internship	5	0	5
	Major Editorial Responsibilities	8	0	8
	Grant Proposal Written	8	0	8
	Grant Funding Received	10	0	10
	Terminal Degree Progress	10	0	10
	Obtaining Professional Certification	5	0	5

Creating/Delivering Educational Seminars	10	0	10
Service (Point values counted cumulatively per	20	0	30
Faculty Advisor for a Student Organization	6	0	6
Serve as a Member of a Departmental Committee (e.g. Scholarship, Course Reviews, Tenure,	4	0	4
Chair a Departmental Committee	8	0	8
Serve as a Member of a College Committee	6	0	6
Chair a College Committee	10	0	10
Serve as a Member of a University Committee/On-	8	0	8
Chair a University Committee/On-going Initiative	12	0	12
Serve as a Member of a Regional Professional	6	0	6
Chair a Regional Professional Committee	12	0	12
Serve as a Member of a National or International Professional Committee	10	0	10
Chair a National or International Professional	16	0	16
Serve as a Member of a Community Board or	6	0	6
Chair a Community Board or Committee	10	0	10
Create and Sustain Community Service-Learning	8	0	8
Volunteer 20 hours for a Service Organization	8	0	8
Other Service Activity	6	0	6
Administrative Activities (e.g., Program	0	0	0
Coordination; International Coordination)	0	0	0
Overall Tot			

*=May count all peer reviewed articles published in the last five years as per the Departmental Tenure/Merit/Promotion Document

0	12	0	8	0	
0	10	0	10	0	0
0	10	0	10	0	
0	6	0	6	0	
0	15	0	15	0	
0	8	0	8	0	
0	10	0	10	0	
0	6	0	6	0	
0	2	0	2	0	
0	8	0	8	0	
0	8	0	8	0	
0	6	0	6	0	
0	4	0	4	0	
0	6	0	6	0	
0	6	0	6	0	
0	2	0	2	0	
0	2	0	2	0	
0	8	0	8	0	
0	6	0	6	0	
0	7	0	7	0	
0	5	0	5	0	
0	2	0	2	0	
0	6	0	6	0	
0	2	0	2	0	
0	4	0	4	0	
0	6	0	6	0	
0	5	0	5	0	
0	8	0	8	0	
0	8	0	8	0	
0	10	0	10	0	
0	10	0	10	0	
0	5	0	5	0	

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0	10	0	10	0
0	10	0	50	0
0	6	0	6	0
0	4	0	4	0
0	8	0	8	0
0	6	0	6	0
0	10	0	10	0
0	8	0	8	0
0	12	0	12	0
0	6	0	6	0
0	12	0	12	0
0	10	0	10	0
0	16	0	16	0
0	6	0	6	0
0	10	0	10	0
0	10	0	6	0
0	8	0	8	0
0	6	0	6	0
0	0	0	40	0
tal of 100 Points Possible				0

Expectations for the Granting of Tenure and Promotion to Associate Professor

Teaching

Established record of consistent excellence in teaching demonstrated by peer evaluations of teaching and assessment materials and student evaluations.

Demonstrated ability to develop new courses and redesign and update course materials.

Record of effective academic advising and supervision of students

Scholarly Activity

Evidence of scholarly activity demonstrated by conference presentations or publications, such as book reviews, scholarly essays, creative scholarly activity, or scholarly translations of literary texts, books, articles, or official documents.

The department of Modern Languages recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly works must be communicated with and validated by peers beyond the FHSU campus community.

Service

A record of distinguished service on departmental and university committees.

Professional service to the community or to professional organizations on the community, state, or national level, this may include translating or interpreting for community organizations.

Expectations for Promotion to Full Professor

Teaching

Established record of consistent excellence in teaching demonstrated by peer evaluations of teaching and assessment materials and student evaluations.

Demonstrated ability to develop new courses and redesign and update course materials.

Record of effective academic advising and supervision of students.

Scholarly Activity

A minimum of two refereed publications (such as articles, or book chapters).

Or one refereed (nonvanity press) book.

Or a minimum of two published creative scholarly activities, or scholarly translations of literary texts, books, articles, or official documents.

Or awarded a national-level grant.

The department of Modern Languages recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly works must be communicated with and validated by peers beyond the FHSU campus community.

Service

A record of distinguished service on departmental and university committees.

Service as chair of one or more committees on the departmental or university level.

Strong and effective record of long-term community-based professional service.

Service to professional organizations on the community, state, or national level, recognized as distinguished by peers at other universities.

**FHSU DEPARTMENT OF MUSIC
CRITERIA FOR PROMOTION AND TENURE**

April, 2009

The quality of work will be the critical criterion in all instances of individual, peer, and administrative review. It is the responsibility of the applying individual to ensure that his/her application is adequately and understandably documented. The order in which criteria are listed does not represent a weighting or equality between sub-areas. As the individual's longevity at FHSU increases, greater breadth of contribution should be demonstrated in the three areas of teaching, creative/scholarly activity, and service. Successful promotion to higher rank reflects correspondingly greater accomplishment and/or comprehensiveness. *Tenure and promotion are privileges, and not rights, that are afforded to faculty who have shown proper qualifications and have fulfilled all requirements when in the best interest of the university.*

TEACHING

The Department of Music places high significance on teaching excellence. The expectation for consideration of tenure and promotion is that teaching must exemplify 1) a current knowledge base for each course taught, 2) clarity of instructor expectations, 3) a methodology and pedagogy that adequately convey the knowledge base defined by the course objectives and course requirements as listed in each course syllabus, and 4) a fair and clearly stipulated evaluation system capable of adequately measuring and demonstrating each student's achievement in the course. Minimum achievement in the area of teaching is not grounds for the granting of tenure or promotion.

In addition to promotion and tenure documents required by the MOA, the Department of Music also requires the inclusion of the following:

1. Annual classroom observations by the Department Chair and a tenured department faculty member (may include members of the Departmental Tenure/Promotion Committee). Each observation is followed by a written report on that evaluation that goes to the faculty member and the Department Chair.
2. Letters that can specifically speak to examples of outstanding teaching. (These could be from students and/or knowledgeable colleagues within or outside of FHSU).
3. If applicable, other materials that may provide additional support indicating quality teaching (i.e. teaching awards, student success, review of student performances, etc).

CREATIVE/SCHOLARLY ACTIVITY

The Department of Music, in accordance with its accrediting body, the National Association of Schools of Music, accepts that the creative production of performers, conductors, composers, and other applied faculty is equivalent to scholarly publication or research as a criterion for promotion and tenure evaluation. It is recognized that many faculty members perform, write, edit, compose, publish, consult, record, and participate in a wide variety of professional activities. Such breadth of activity is encouraged.

The Department of Music also recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application. Creative and scholarly activities accepted by the Department reflect such recognition.

Evidence to be considered in the evaluation of creative/scholarly activity will include 1) the demonstration of annual progress towards a record of accumulated success in creative/scholarly activities, 2) the relative significance of an activity by level of visibility and accomplishment, and 3) the overall quality of a faculty member's continuing productivity.

Greater significance is given to activities that are accomplished on a correspondingly greater level of visibility, with the order of increasing significance being local, state, regional, national, and international.

The Department of Music ascribes equal weight to scholarly and creative activities accomplished on a comparable level (local, state, regional, national, international).

Requirements: Candidates are expected to contribute annual creative and/or scholarly products of significance in FHSU venues, and such products will be considered in the evaluation of tenure and promotion. In addition, the following requirements must be met.

- Tenure: Candidate must have made a minimum of three (3) contributions of significance outside of FHSU that may be shared between the state and regional level or higher
- Associate Professor: Candidate must have made a minimum of four (4) contributions of significance outside of FHSU that may be shared between the regional and national level or higher since appointment or last promotion, whichever is most recent.
- Full Professor: Candidate must have made a minimum of four (4) contributions of significance outside FHSU that may be shared between the regional and national level or higher since appointment or last promotion, whichever is most recent.

Faculty members are allowed to fulfill requirements for tenure and promotion from one or a combination of any of the following categories, based on interest and expertise. However, each faculty member's primary efforts should be directed to those activities that relate to his/her area of appointment. Such activities may include:

I. Performance

- Solo or collaborative public performances (i.e. higher education institutions, arts series, festivals, etc.)
- Published recordings of performances (not self-published)
- Performances with recognized professional organizations (i.e. opera companies, orchestras, etc.)
- Guest master class presentations (i.e. higher education institutions, arts series, festivals, etc.)
- Presentations at workshops, seminars, conferences, panel discussions, as well as publications

II. Conducting/Directing*

- Guest conducting/directing appearances
- Conducting/directing an ensemble not affiliated with FHSU
- Presentations/performances at workshops, seminars, conferences, panel discussions
- Guest clinician or master class presentations
- Scholarly publications (including reviews, editions, or arrangements)

* Conducting/Directing of one (1) FHSU ensemble/stage performance given on campus per year may be counted toward on-campus creative activity for faculty members whose primary assignment is in this area.

III. Music Theory/Composition

- Compositions that are commissioned, requested, recorded, published, or performed in public.
- Presentations at workshops, seminars, conferences, panel discussions
- Scholarly publications

IV. Music Education/Musicology

- Published materials, such as books, chapters, articles, reviews, monographs, pedagogical materials, or scholarly editions.
- Presentations, workshops, lectures, speeches, papers, or participation on panels in meetings of professional associations.

Note regarding publications: It is recognized that the publication of a book is a significant achievement. Evidence of yearly research and progress towards publication of this product is sufficient for tenure and promotion evaluation. Evidence of publication agreement may be requested by reviewing parties.

Significant product examples (other products may apply)**Research***

One published journal article, book chapter, major conference presentation, professional lecture, etc.
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***One book = three to four products of significance**

Performance (including conducting/directing)

One major performance (full participation in recital, concert, production, etc)

Composition

Based on a combination of level of difficulty, ensemble, and composition length

SERVICE

The Department of Music recognizes the value of faculty service contributions. **Tenure and promotion to Associate Professor requires:**

- consistent departmental activity
- university service activities
- evidence of professional service and affiliations.

Promotion to Professor requires the above service activities in addition to demonstrated leadership in:

- the profession
- the department
- the greater university community.

Typical examples may include:

- Departmental, college, and/or university committees
- Advising student groups
- Adjudication
- Attendance at clinics/workshops
- Recruitment of outstanding students
- Direction of community ensembles
- Organizing and/or managing festivals, contests, workshops, conferences, etc.
- Offering consultation/private lessons to community
- Membership in professional associations
- Serving on professional boards (may include a variety of organizations, including journals, scholarly presses, competitions, grant reviews, clinics, festivals, accreditation, etc.)
- Service performances (i.e. Hays Symphony, Scholarship musicale, etc)

FHSU DEPARTMENT OF MUSIC AND THEATRE PROCEDURES FOR ANNUAL MERIT EVALUATION

Approved April 17, 2012

Annual merit evaluations are part of the continuous quality assurance process of Fort Hays State University, and mandated by the Kansas Board of Regents. In all areas, the quality of a faculty member's work will be the main criterion. Merit will be considered in the areas of teaching, creative/scholarly activity, and service. In each category, there is a possibility of 50 points. Scores from each category will then be multiplied by the relative percentage value of the category (60% teaching, 20% creative/scholarly activity, and 20% service) and added together for a final merit score.

1. TEACHING EFFECTIVENESS (50 possible points)

The teaching effectiveness component of the merit evaluation will constitute 60% of the overall evaluation (unless a different percentage is agreed upon by the chair and faculty member before the commencement of the evaluation period when Statements of Responsibility are finalized). The final overall average score in teaching will be determined by using the following:

Evaluation Instruments

1. student evaluation
2. chair evaluation
3. teaching effectiveness self-evaluation

Music Department Student Evaluation Data (17 possible points)

1. Classroom: numerical ratings from questions 7 and 15
 - a. As a result of this course, my knowledge/skills in the subject increased. 0-5 points _____
 - b. I would recommend this instructor to other students. 0-5 points _____

2. Applied: numerical ratings from questions 16, 17, 18
 - a. As a result of this course, my musical skills have increased. 0-5 points _____
 - b. As a result of this course, my technical skills have increased. 0-5 points _____
 - c. I would recommend this teacher to other students. 0-5 points _____

3. Ensemble: numerical ratings from questions 16, 17, 18
 - a. As a result of this ensemble/production, my musical skills have increased. 0-5 points _____
 - b. As a result of this ensemble/production, my technical skills have increased. 0-5 points _____
 - c. I would recommend this director to other students. 0-5 points _____

Average of student evaluation scores x 3.4 _____

Chair Evaluation (17 possible points)

- a. Classroom (i.e. quality of delivery) 0-5 points _____
- b. Applied (i.e. adapts teaching approaches to individual student needs, growth of student performance, quality of delivery) 0-5 points _____
- c. Ensemble (i.e. quality of rehearsal techniques, growth of ensemble performance, quality of delivery) 0-5 points _____

d. Overload

0-2 points _____

Teaching Effectiveness Self-Evaluation (16 possible points)

Faculty should provide a narrative of teaching accomplishments, and include any of the following documentation in support of teaching accomplishments.

A. Instructional activities

1. Courses/directed studies carrying load credit.
2. Courses/labs/directed studies carrying no credit.
3. Special studies/theses supervision.
4. Graduate committee work including contribution to theses/graduate recitals
5. Performance/conducting/coaching as part of teaching assignment.

B. Activities directly related to instruction

1. Class preparation.
2. Class assessment/grading.
3. Proficiency examinations/juries.
4. Student recitals/previews.
5. Individual help to students.
6. Effective use of teaching supplements, such as guest lecturers, field trips, and newer technologies
7. Advising students

C. Activities closely related to instruction

1. New course development.
2. Conference attendance
3. Program development.
4. Grant activities related to teaching.
5. Other activities approved by the Chair.

D. Student honors, awards, and accomplishments in their professional endeavors or in graduate study

E. Other teaching honors and awards

Formula to Determine Teaching Effectiveness

Student evaluation _____
 Chair evaluation _____
 Self-Evaluation _____

Total Teaching Effectiveness Score = _____ x .6 = _____

2. CREATIVE/SCHOLARLY ACTIVITY (50 possible points)

Creative/scholarly activity* will be counted as 20% of the overall merit evaluation, unless otherwise negotiated between the faculty member and chair prior to the evaluation period. Evaluation of the faculty member's performance will be based on the ranking of accepted professional activities, and will take into consideration level of visibility (local, regional, national, international), significance, impact, and quality. Evaluation of creative/scholarly activities will be based on the goals stated in each faculty member's Statement of Responsibility. Faculty should consult the document Criteria for Tenure and Promotion for further clarification on accepted activities.**

Service Performances should not be listed in this category. Examples of service performances include receptions, background music at events, fundraising/recruiting events, etc.

Activities will be awarded points based on significance, impact, and scope. Points will be awarded per activity, up to the amounts listed below based on qualitative evidence.

<i>International</i>	<i>15 points</i>
<i>National</i>	<i>10 points</i>
<i>Regional/Local</i>	<i>5 points</i>
<i>Minor Local Accomplishments***</i>	<i>2 points</i>

*Only two on-campus academic large ensemble performances may be counted towards merit consideration for ensemble directors. A third may be petitioned for consideration based upon evidence of extraordinary activity. Academic ensemble performances that fall within the departmental criteria pertaining to off-campus performances will be applied. Small ensemble performances other than Jazz and Opera do not count as directorial accomplishments, and should be considered in evidence of teaching effectiveness.

*Scholarly works in progress (not published or presented) will be evaluated on an individual basis, and documentation of progress should be clearly supported.

*Compositions will be evaluated based on factors such as composition exposure, complexity, length, instrumentation, etc.

**The publication of a book may be awarded up to 50 points. The publishing faculty member should make arrangements with the chair based on parameters of research (length, scope, impact, etc.) to determine how those points will be awarded over the time span during which the book is written. Agreement and expectations should be documented and signed by chair and faculty member and placed in the faculty member's file.

***Faculty Showcase (other than collaborative pianist), playing in HSO (outside of load), partial recital participation, etc.

In all cases, the Chair may request appropriate documentation of accomplishments, and ratings may be adjusted by the Chair based on qualitative evidence.

SERVICE (50 possible points)

Service will be counted as 20% of the overall merit evaluation, unless otherwise negotiated between the faculty member and chair prior to the evaluation period. Evaluation of the faculty member's performance will be based on the ranking of accepted service activities will take into consideration level of visibility (local, regional, national, international), significance, impact, and quality. Service activities must be outside of a faculty member's teaching duties (including reassigned time activities) and accepted professional activity accomplishments. Evaluation of service activities will be based on the goals stated in

each faculty member's statement of Responsibility. Faculty should consult the document Criteria for Tenure and Promotion for further clarification on accepted activities.

To be considered for merit in the area of service, it is expected that all faculty members will support the department through items such as: work on assigned departmental committees, participation in departmental events, programs, support of student organizations, regular attendance at ensemble/faculty concerts, etc.

For a faculty member with substantial departmental service, additional service outside the department for a higher rating may not be required. This option requires advanced approval by the Chair.

Activities will be awarded points based on significance, impact, and scope. Points will be awarded per activity, up to the amounts listed below based on qualitative evidence. Below are general guidelines for how points will be awarded

Up to 20 points

Holding significant office in National organization

Up to 15 points

Direction of major outreach activity for Department

Coordination of conference/convention/festival at regional/local level

Leadership in professional organization

Program Development

Grant Funding in Support of Departmental Programs

Recruiting (from 0 to 15 points based on impact, outcome, and effort)

Up to 10 points

Chair of campus/departmental committee

Direction of Community Ensemble

Leadership in Regional/Local Professional Organization

Up to 5 points

Committee Member (Department or University)

Student Organization Advisor

Service Performances (reception, etc.)

Outreach in area of expertise (Camps, Auditions, Clinics, etc.)

Presentation (not scholarly) in area of expertise

Up to 2 points

Membership in professional organization

Adjudication

Private Lessons to the Community

Resources: The following sections are ideas regarding the type of activity that might be possible for a faculty member in the areas of Research/Creative Activity and Service. These lists are for reference purposes only, and are not to be used as a definitive list of approved activities, nor are they exhaustive.

A. Scholarly/Creative Activities

The following are examples and/or evidence of Research/Creative Activity:

Publication

- Book.
- Article in a professional journal (note if referred)
- Chapter in a book.
- Edition of a musical score.
- Recording/video.
- Review of book or music.
- Computer software.
- Electronic publications.
- Citation/review by another author.
- Editor or significant contributor to editorial staff of journal or other professional publication (electronic publications are recognized as being appropriate)
- Outside citation or other recognition of research activities
- Service on scholarly press editorial or advisory boards
- Reviewing and/or editing journals in the field
- Authoring or co-authoring a textbook, manual, or chapters of a book in one's area of specialization

Composition/Arrangement

- Performance by a major musical organization or soloist.
- Performance at another university, at an established arts organization, or at a festival.
- Publication/recording of composition/arrangement.
- Local performance.
- Citation/review by another author.
- Continued composition and/or publication of original compositions
- Public broadcast of one's compositions
- Participation in programs at professional conferences– as lecturer, moderator, or through performance of one's compositions
- The regular writing of new compositions
- Significant re-arrangements of existing works
- Performance of compositions/arrangements by external or internal group or entity

- Recorded or printed publication of composition or arrangement

Conducting

- Invitations to conduct honors ensembles
- Holding a post as conductor of such an ensemble at other educational or cultural institutions

Professional Presentations

- Presentations intended to deliver instructional methodologies, philosophies, or techniques
- Teaching activities (guest lectures/clinics) at other universities, schools, or conservatories
- Lecturer or presenter at a festival, convention, workshop, or association meeting
- Conducting workshops or coaching in high school music programs for music educators
- Participating as a panel member in programs of professional organizations
- Acting as a consultant in one's area of specialization in a way that will advance the mission/reputation of the or University

Conducting/Music Directing/Stage Directing

- Guest conducting/directing appearances
- Performance as conductor of an ensemble at other institutions
- Performances at professional conferences with FHSU student ensembles
- Pedagogical presentations at colleges, high schools, workshops, seminars, and conferences
- Music director/conductor of non-university ensemble

Performance:

- Performer (Solo alone, solo with ensemble) at venues, festivals, universities, conservatories, conventions, institutions, workshops, societies, and/or meetings
- Masterclass at venues, festivals, universities, conservatories, conventions, workshops, and meetings
- Holding a seat in professional orchestra, or holding a post as conductor of such an ensemble at other education or cultural institutions, and/or professional performing groups
- Continued on-campus recitals demonstrating thorough technical mastery and mature musical understanding
- Innovative performances, including premiere performances and new ensemble combinations
- Solo and/or ensemble performances at colleges or universities beyond the region
- Demonstrated capability and willingness to conduct or to perform on campus as a soloist and/or in an ensemble with colleagues

- Solo faculty recitals
- Public broadcast of one's performances

Honors, grants, contracts, and commissions

Receipt of fellowships, grants, commissions, or editorships in scholarship/creative activity

B. Service Activities

- Organization of research conferences, festivals, and workshops
- Offices held or official functions performed in state, regional, and/or national professional organizations
- Pre-concert lectures for groups
- Develop and participate in recruiting events both on and off campus
- Working in various capacities with community groups
- Giving clinics, recitals, or workshops at area high schools
- All-State Sectionals, Auditions, Coordinators

Service

A. Departmental, College, University Service

1. Area chair.
2. Committee chair/project chairman.
3. Committee member.
4. Advisement.
5. Departmental recruitment activities.
6. Performance in support of the departmental objectives/activities.

B. Professional Associations

1. Member.
2. Officer.
3. Referee for a journal or member of an editorial board.
4. Chair/member of a committee.

C. Clinics/Workshops/Presentations

1. Local/area music organizations and public schools.
2. Hosting/organizing symposia, clinics, recitals, and guest artists.
3. Other non-pedagogical events.

D. Conference Attendance

E. Professional Service

1. Host/organizer of symposia, clinics, workshops, guest artists, etc.
2. Member/officer in community arts organization.

F. Public Service in a Professional Capacity

1. Member of community arts organization.
2. Performance/lecture at service club.

3. Performance with church music programs.
4. Recital/chamber music performance in public schools.
5. Miscellaneous performances on campus.
6. Other.

G. Performance

1. Community/religious service.
2. Recruiting activity.
3. Other performance of a service nature.

H. Adjudication

I. Public Service

1. In a professional capacity.
2. In a non-professional capacity.

FORT HAYS STATE UNIVERSITY

DEPARTMENT
OF
PHILOSOPHY

Comprehensive Faculty Evaluation
and Development Plan

Section 2 – Criteria

A. Outline and Description of Departmental Criteria Used in Annual Merit Evaluation for Instruction, Scholarly, and Service Activity

The following criteria will be used by the chair, by members of promotion and tenure committees, and by academic administrators in making judgments about the merit of a faculty member's contribution (The processes used in making the evaluations are - described in section III below.)

1. Criteria Used in Evaluation of Instructional Activity

- a. The Quality of the Classes: Classes in which students learn more of the desired content, skills, values, and attitudes are better than classes in which students learn less of these.

The "desired content, skills, values, and attitudes" can be specified a bit: in general instructional activity in the Department of Philosophy has at least four goals: (1) acquainting students with the content of philosophy (or some part of it), (2) helping students synthesize knowledge of philosophy with other knowledge into a comprehensive, coherent, and rational world-and-life view, (3) enabling students to use the methods characteristic of philosophy in particular and of all types of intellectual exploration in general, and (4) fostering the development of values and attitudes that will serve the student in her life-long quest for living well. There may be additional goals specified for the instruction in specific cases.

- b. Course Development and Instructor Preparation: There are four types of activity in this category that an evaluator of faculty performance finds to be valuable. They are listed in order of importance (from most to least important):

- i. The development of courses that fit the department's mission and are new to the departmental curriculum, including the planning, the proposal, and the official acceptance of the course;
- ii. The preparation by an instructor for the teaching of a course new to the departmental curriculum;
- iii. The preparation by an instructor for the teaching of a course new to the instructor;
- iv. The professional development by an instructor that is necessary for the development of courses new to the departmental curriculum.

- c. Supervision of Students: The direction, supervision, and evaluation of students in PHIL 572, Readings in Philosophy, in PHIL 576, Apprenticeship in Philosophy, in preparing the senior portfolio, and in other academic activities is valuable.

- d. Academic Advising: Advising and assisting students in their program planning, their selection of courses, and their registration procedures is valuable.
- e. Other: Any other instructional activities specified by the faculty member's annual statement of responsibilities are valuable.
- f. Quantity: The number of classes and the number of students a faculty member teaches each semester can be used in an evaluation if in one semester the number is exceptionally high or exceptionally low or if there is a clear quantitative pattern over at least four semesters and the pattern indicates that the faculty member is perceived by students to be providing an unusually good or an unusually bad educational experience.

2. Criteria Used in Evaluation of Scholarly Activity

The Department expects all members to be active scholars. The Department of Philosophy recognizes and promotes a variety of research styles as described in the official definition of scholarship at Fort Hays State University found in the Memorandum of Agreement, Article VII, II, A. 2. Scholarly Activity:

Scholarly activities at Fort Hays State University are defined as original, innovative intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the FHSU campus community. The means of communication as well as the comparative value of types of scholarly activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline.

Members of the Philosophy Department teach a wide range of courses for diverse groups of students and thus need to be very broad in their learning. In general we expect faculty to read and inquire beyond the assignments we make to our students. In addition, interdisciplinary courses, senior theses and certain other classes which focus on current topics will inevitably require additional scholarly investigation. The basic forum for sharing scholarly interests is the weekly department proseminar. We expect faculty to actively participate and to lead proseminar on a regular basis, based upon some element of their current research agenda. For the purposes of the merit process, in addition to such participation, the Department expects at least one other indicator of an active research agenda per year. The following is a non-exhaustive list that would count as evidence of having a valuable research program;

- a. Publishing a book
- b. Publishing an article in peer reviewed academic journals

- c. Writing chapters for an edited volume
- d. Presenting a conference paper
- e. External research grant funding
- f. Book review in an academic journal
- g. Custom or vanity press publication of a book
- h. Chair or discussant at an academic conference panel
- i. Internal grant funding
- j. Taking a sabbatical
- k. Attending professional conferences
- l. Writing or presenting scholarly work in non-peer reviewed outlets
- m. Applying for internal or external grant monies

For the purposes of tenure and promotion, the Department of Philosophy expects that the candidate's file will demonstrate that they have consistently engaged in research as defined above for most of the years under review. Research materials for the promotion to Tenure may be used in applying for promotion to Associate Professor. In addition, the candidate's research should also meet the following requirements, or a reasonable combination thereof, among peer-reviewed material;

A) Tenure Criteria:

- a. a book or
- b. a chapter in an edited volume or
- c. one article in a peer reviewed journal or
- d. three conference papers or
- e. two external research grants

B) Promotion to Associate Professor:

- a. a book or
- b. a chapter in an edited volume or
- c. two articles in a peer reviewed journal or
- d. four conference papers or

- e. two external research grants
- C) Promotion to Professor: normally the candidate will have continued to produce research consistent with a scholar participating in the continuing development of his or her field and thus have regularly engaged in research as defined above for most of the years under review. In addition to the scholarly work published prior to advancement to Associate Professor the Department expects;
- a. a book or
 - b. two chapters in an edited volume or
 - c. two articles in a peer reviewed journal
 - d. Three external research grants

3. Criteria Used in the Evaluation of Service Activity

These criteria are listed in order of importance (with the first being the most important in this category and the last being the least important in this category).

- a. The Criteria:
 - i. Centrality to Mission: The degree to which a service activity is central to the mission of the department, the college, and the university will be considered. If a service activity is more central to one of these missions it is of greater value than if it is less central.
 - ii. Time: The amount of time the faculty member spends in service activity will be considered. The time spent on service activity is meritorious if either (i) the time spent on service activity as a percentage of a forty-hour week approximates the percentage of one's merit evaluation that is dedicated to service activity, or (ii) the time spent on service activity as a percentage of a forty-hour week exceeds the percentage of one's merit evaluation that is dedicated to service activity and the time spent on service activity does not detract from the faculty member's fulfilling her instructional or scholarly responsibilities. In other cases the time spent on service activities will contribute negatively to the faculty member's merit.
 - iii. Responsibility: The faculty member's service activities are more meritorious to the degree the faculty member exercises great responsibility in performing those service activities.

- iv. **Quality:** The faculty member's service activities are more meritorious to the degree that they are of high quality. The quality of the service is determined by the faculty member's effectiveness in bringing about the internal goals of the service activity.
- b. **Types of Service Activity:**
- i. **Service to the Department:** examples include, but are not limited to, serving as library liaison, serving on departmental promotion committee.
 - ii. **Service to the College:** examples include, but are not limited to, serving on college-level committees.
 - iii. **Service to the University:** examples include, but are not limited to, serving as Faculty Senate representative, serving as Director of Honors Program.
 - iv. **Service to the Profession:** examples include, but are not limited to, serving as an officer of the American Philosophical Association.
 - v. **Service to the Community:** examples include, but are not limited to, serving as a city commissioner, serving as a board member for the Hays Arts Council.

Appeals Process

Should the professor being reviewed wish to take issue with the procedure or decision of the Chair, the professor may appeal through the University's Grievance Procedure, as outlined in the Faculty Handbook, Chapter 1, "Faculty Hearings and Appeals Procedure."

Linkage of Criteria to Department, College, and University Goals

The Department of Philosophy uses the above criteria in evaluating faculty merit because the department, the College of Arts and Sciences, and Fort Hays State University as a whole have their own goals and each faculty member should be working as an individual and as part of a community toward the accomplishment of those goals.

These goals are listed in the mission statements of the department, the college, and the university, in the vision statements of the department, college, and the university, and in each year's strategic planning document. The following pages contain the mission and vision statements (the vision statement of the university is called a "value statement") in their entirety and two pages from the strategic planning document (in this case, pages ...

MISSION STATEMENT: The mission of the Department of Philosophy is to create the opportunity for student development of the philosopher's knowledge and wisdom, skills and abilities, and attitudes and values.

VISION STATEMENT: Time, space, and cosmos, the mind, moral ideals, religion, political aspirations, education, professional obligations, love, death, the law, sports, mystical experience, art and creativity, logic, mathematics, freedom, and the meaning of life – philosophy is no less than the pursuit of a deep and systematic understanding of everything. It is the central academic discipline, drawing together questions and knowledge from all the other disciplines and attempting to integrate them with personal experience so that one achieves a greater understanding of oneself and one's place in the order of reality. The Department of Philosophy offers major, minor, and certificate programs at the undergraduate level and four courses that may be taken by graduate students who are seeking advanced degrees in other areas. Courses in philosophy at every level are especially well suited to developing excellence in critical thinking and analysis, a good grasp of intellectual history, tolerance, objectivity, intellectual curiosity, clear and logical expression of ideas in speech and writing, and the habit of thinking things through for oneself.

After college, philosophy majors typically continue their education in graduate school where they earn the professional credentials to pursue vocations in fields such as law, medicine, business, information technology, ministry, and education. Even with just an undergraduate degree in philosophy, students are attractive to employers, especially to employers looking for adaptability, good thinking and writing skills, and the ability to work with people from a wide variety of backgrounds. Philosophy majors become particularly adept at examining information and coming to good judgments based on information. Recent graduates of the FHSU major program in philosophy have taken up professions as diverse as teacher, businessman, philosophical counselor, lawyer, minister, doctor, museum educator, data specialist, designer of legal software, tennis pro, and rodeo cowboy.

1. Monitoring of Professional Competence

The Kansas Board of Regents has mandated that the Universities under its jurisdiction create policies and procedures for determining the continuing competence of professors beyond the seven years required to secure tenure. Each department at Fort Hays State University has been given this responsibility, which is a recognition of the diversity and uniqueness of the disciplines which are a part of the university and an acknowledgment that each department is knowledgeable about and capable of determining the standards which must be maintained within that discipline.

Policy

Fort Hays State University is a state-supported liberal arts university. The mission statements of Fort Hays State University, the College of Arts and Sciences, and the Department of Philosophy all emphasize that the primary responsibility of each faculty member is to be an effective and competent teacher. Therefore, it is the fundamental responsibility of each department to monitor the quality of instruction and advising rendered by each faculty member within that department. For non-tenured faculty this process is conducted annually as a part of the tenure review procedure. For both non-tenured and tenured faculty an annual review has been carried out for the purpose of determining merit salary increases. Effective at the time of the adoption of this document the merit review for both non-tenured and tenured faculty within the Department of Philosophy will be amended to include the procedures outlined in the following sections of this document. The general purpose of this review will be to determine the competence of all faculty members; in particular, the process will identify low performance by tenured members of the department.

Procedure: Teaching Evaluation by Students

While there are three components of responsibility for faculty in the philosophy department (instruction, research, and service), the department affirms that competency in teaching is of primary importance in assessing the professional performance of its faculty. The department has therefore determined that the following quantifiable procedure will be the first determinant to be used to judge the teaching skills of all philosophy department faculty, tenured and non-tenured.

At present time Fort Hays State University has mandated that teaching evaluations will be used for rating all university professors in all classes. Philosophy faculty are required to administer these evaluations in all classes and to conduct the evaluations in accordance with the appropriate procedures to insure student confidentiality.

It is the judgment of the department that the students' evaluation of whether they would recommend the instructor to other students is the best quantitative guide to evaluating teaching competence. An average of 2.0 or lower on this measure across all

sections taught in a given semester is indication of below-average effectiveness and merits attention from the chair of the department. If any professor has an average of 2.0 or lower on this measure in any three semesters during the course of two consecutive school years, that professor will be considered a low performer.

Evaluation by Chair

Since it is the responsibility of the chair of the philosophy department to evaluate each professor annually for purposes of determining merit pay increases, this evaluation should also be used to assess areas of the teaching component which may not be a part of the student evaluation process. The chair's evaluation should include, but not be limited to, an assessment of the following teaching components:

- a. The quality of the classes.
- b. Course development and instructor preparation.
- c. Supervision of students.
- d. Number of classes taught
- e. Other instructional activities specified by the faculty member's annual statement of responsibilities.

Each of these instructional components is explained at greater length on pp. 13 -14 of the Department of Philosophy's Comprehensive Faculty Evaluation and Development Handbook. A pattern of low performance over a minimum of four semesters may be interpreted as an indication of a problem and should be considered in conjunction with the other evaluations of teaching.

Procedure: Scholarship

In keeping with the mission statement of the Department of Philosophy, faculty are expected to be engaged in on-going scholarly activity; therefore, scholarly activities by department members are evaluated annually for the purpose of determining merit pay increases. It is expected that all faculty will be engaged in on-going research activities, and will share the outcome of these activities with their students as well as the academic community as a whole. It is furthermore expected that all faculty will be regular participants in the department's weekly proseminar meetings.

The department has determined that a professor may not be deemed a low performer in any given year if he or she is engaged in on-going research, regularly participates in proseminar and is productive in at least one of the following areas of scholarship:

- a. Authors a book or book-type software.
- b. Edits a book or book-type software.
- c. Authors an article for a refereed publication.
- d. Has book accepted for publication.
- e. Authors a paper for a refereed conference.
- f. Reviews book or software.

- g. Receives a grant.
- h. Writes a grant proposal.
- i. Attends professional conference.
- j. Participates in intramural professional development activities.
- k. Self-publishes scholarly work.
- l. Presents scholarly work in proseminar.
- m. Enrolls in courses or completes a degree designed to enrich scholarship.
- n. Mentors student research project for conference presentation or journal publication.
- o. Presents a public lecture or serves as a panel discussant.
- p. Completes other scholarly activity specified by the faculty member's annual statement of responsibilities.

If, in any given year, a professor is judged by the chair to be a low performer, the chair will consult with the professor to determine a plan for improving his or her scholarly activity. This plan will be described in a written memorandum and signed by both parties.

If a low level of performance is found in two consecutive years, the professor and the chair consult with the Dean of Arts and Sciences, and if the pattern of low performance is found in a total of three annual evaluations in any five-year period, the professor will be considered a chronic low performer and will be subject to "dismissal for cause," as stated in the University Policy on Chronic Low Performance.

Procedure: Service

Evaluation of the service component will also be conducted as a part of the annual merit evaluation process. Faculty can meet this requirement in one or more of the following ways:

- a. Serve on university committees and organizations
- b. Work with professional campus organizations
- c. Participate in campus activities related to the discipline of philosophy
- d. Participate in community activities related to the discipline of philosophy
- e. Participate in state and national professional and service organizations whose activities are related to the discipline of philosophy
- f. Apply for and/or receive a service grant
- g. Serve as a sponsor or advisor for a student group
- h. Assist with department or university sponsored event (e.g., high school workshops, or commencement exercises)
- i. Serve on or chair departmental committees
- j. Lecture in or cover a colleague's class.
- k. Organize or assist in the organization of an academic conference (including serving as a reader or evaluator of paper submissions)
- l. Participate in a panel discussion, colloquium, TV or radio program, or similar event.

- m. Complete any other service activity specified in the Annual Statement of Responsibilities.

If, in any given year, a professor fails to complete two examples of any one of these forms of service, that professor will be considered a low performer and the Chair will consult with the professor to determine a plan for improving his or her service activity. This plan will be described in a written memorandum and signed by both parties.

If a low level of performance is found in two consecutive years, the professor and the chair will consult with the Dean of Arts and Sciences, and if the low performance is found in a total of three evaluations in any five-year period, the professor will be considered a chronic low performer and will be subject to "dismissal for cause," as stated in the University Policy on Chronic Low Performance.

Department of Political Science Non-tenure Track Lecturer and Senior Lecturer Criteria for Annual Merit Review and Promotion

Preamble

Each academic department at Fort Hays State University has been charged with the responsibility of developing standards for annual merit review and promotion related to non-tenure track lecturers and senior lecturers. The purpose of this document is to set forth the standards for review and promotion in the Department of Political Science. The Department will ascribe and adhere to the University policies and procedures as set forth in the Faculty Handbook and the American Association of University Professors (AAUP) Memorandum of Agreement (MOA) as applicable, if at all, to non-tenure track lecturers and senior lecturers.

Policy

Annual merit review for non-tenure track lecturers and senior lecturers will be based on the criteria set forth in the table below.

- **Promotion from Instructor to Lecturer requires meeting the expected minimum performance in all three categories of activity (Instructional Activities, Scholarly/Creative Activities, and Service Activities) for a period of five or more years.**
- **Promotion from Lecturer to Senior Lecturer requires meeting the expected minimum performance in all three categories of activity (Instructional Activities, Scholarly/Creative Activities, and Service Activities) for a subsequent period of five or more years.**

Instructional Activities (70%)	
The instructional component of a faculty member's responsibilities may include both traditional and electronic learning environments, classroom and non-classroom teaching activities, and may include, but not be limited to, development of new courses or new instructional materials including software. Academic advising, supervising, mentoring, and consulting with on and off campus students and assessment of teaching and learning activities are generally considered a part of instructional activity.	
Acceptable Instructional Activities	
<ul style="list-style-type: none"> • Meets assigned classes and supervisory responsibilities regularly and punctually • Prepares course syllabi outlining course content and expectations • Files syllabi in the department office at the beginning of each semester • Plans, organizes, and informs students of course content, texts, reading assignments, attendance regulations, and methods of evaluation including grading scales • Covers the materials specified in the catalog for each course and meets the approved course objectives 	Expected Minimum Performance Annual expectation

<ul style="list-style-type: none"> • Stays current in discipline specific knowledge, methodology and pedagogy in those areas of instructional responsibility • Regularly and systematically evaluates students' performance and provides appropriate and timely feedback • Provides student learning assessment data as appropriate to meet program level objectives • Complies with the administration of department-approved course evaluations • Receives student instructional evaluations on which the average of all ratings on all evaluations within the performance review cycle does not fall below midpoint on the rating scale • Submits grades according to the procedures and schedule established by the Registrar • Finalizes all grading and other activities related to incompletes or other grace period grants to students 	
Acceptable Advising Activities	Expected Minimum Performance
<ul style="list-style-type: none"> • Accepts on and/or off campus students for advisement, as assigned by the department chair • Makes time available for appointments with advisees • Provides timely responses to advisees • Maintains current knowledge on university advising processes • Maintains current knowledge regarding departmental requirements, course offerings, course rotations, policies and other information relevant to enrollment and progress toward graduation • Maintains current knowledge regarding professional opportunities for graduates in Political Science and appropriately advises or refers students toward their professional goals • Receives student advising evaluations on which the average of all ratings on all evaluations does not fall below midpoint on the rating scale 	Annual expectation
Acceptable Activities Relating to Office Hours	Expected Minimum Performance
<ul style="list-style-type: none"> • Posts and holds a reasonable number of regular office hours as approved by the department chair • Maintains office availability both physically and electronically, as appropriate • Provides timely responses to students 	Annual expectation
Scholarly/Creative Activities (10%)	
Scholarly activities at Fort Hays State University are defined as original, innovative, intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and	

<p>values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the FHSU campus community. The means of communication as well as the comparative value of the types of scholarly activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline.</p>	
Acceptable Scholarly Activity	Expected Minimum Performance
<ul style="list-style-type: none"> • Refereed journal article • Refereed conference presentations or proceedings • Scholarly books/book chapters • Edits or reviews of scholarly publications or presentations • Cases, software, or other pedagogical materials • Professional works published (including reports and/or studies) • Enrolls in courses or completes a degree designed to enrich scholarship or creative activities • Collaborates/mentors published student research project • Pursuit of extensive research related activities with expectation for presentation or publication • Authorship of grant applications • Facilitates research at a scholarly conference • Presents a paper at a scholarly conference • Actively participates in scholarly conferences • Non-refereed journal articles (including, for example, essays or book reviews) • Academic works submitted for publication • Other substantial scholarly and creative activity to which faculty and supervisor have agreed in the ASR • Any additional activities deemed by the faculty and supervisor as evidence of an active research agenda 	<p>At least two within the last five years.</p>
Service Activities (20%)	
<p>There are three general categories of service for faculty members: service to the faculty member's profession, service to Fort Hays State University, and service to the community. Service to the profession includes, but is not limited to, state, regional, or national offices held in professional organizations, organizing a professional workshop or meeting, and other related activities. Service to Fort Hays State University includes, but is not limited to, committee assignments (chair or member), offices held (elective or appointed), involvement in campus activities (Tiger Day, high school workshops, etc.), part-time administrative assignments, sponsoring or advising a student organization, contributions to recruitment or retention of students. This service includes activities in support of the department, the college, and the University. Community service that is a part of the evaluation process should be related to one's professional expertise.</p>	
Expected Minimum Performance	
Acceptable Service Activities – Profession	At least one activity in two of the three
<ul style="list-style-type: none"> • Serve on or organize a panel 	

<ul style="list-style-type: none"> • Serve as an officer in a professional organization • Organize or assist in the organization of an academic conference • Other substantial service activity to which the faculty and chair have agreed in the ASR. 	categories every year.
<p>Acceptable Service Activities – University</p>	
<ul style="list-style-type: none"> • Serve on a university committee • Serve on a departmental committee • Assist with a department- or university –sponsored event (ex: Freshman Orientation, Visitation Day ...) • Give a presentation in a colleague’s class • Other substantial service activity to which the faculty and chair have agreed in the ASR. 	
<p>Acceptable Service Activities – Community</p>	
<ul style="list-style-type: none"> • Provide consulting services, or in some other manner provide assistance to a public or private agency or organization • Serve as a moderator on a panel, colloquium, radio/TV program, or similar event • Give a presentation or lecture at one of the following: academic conference, public event (including a high school or other K-12 class) • Other substantial service activity to which the faculty and chair have agreed in the ASR. 	

Department of Political Science Chronic Low Performance Policy, Procedure, and Criteria

According to the approved Memorandum of Agreement between FHSU and AAUP, all departments must have criteria detailing minimum acceptable levels of productivity for all applicable areas of responsibility for faculty as well as procedures to handle cases where productivity falls below the minimum level. When a tenured faculty member's overall performance falls below the minimum acceptable level, as indicated by the annual evaluation, the department chair shall indicate in writing to the faculty member. The department chair will also indicate in writing a suggested course of action to improve the performance of the faculty member above the "requires assistance to meet performance standards" level.

As per the MOA, if the faculty member has three evaluations in a five year period in which minimum standards are not met, then dismissal for cause will occur subject to the results of appeal. In addition, if a faculty member has two consecutive evaluations where minimum standards are not met then the faculty is subject to dismissal for cause subject to the results of an appeal. A determination of chronic low performance may be appealed according to the guidelines established in the MOA and is subject to grievance, according to the MOA.

The objective of the Department of Political Science regarding the evaluation of faculty members according to low performance criteria is to identify areas of improvement in instructional, scholarly/creative, and service activities. Upon identification of low performance, every reasonable effort will be made by the department, college, and university to provide support to assist the faculty member in achievement of improved performance.

All faculty members in the Department of Political Science will be evaluated on the basis of factors over which they have sufficient control. Evaluation shall be based on clear documentation of the expected minimum level of performance in the areas of instruction, scholarly/creative, and service activities detailed below.

Department Criteria for Expected Minimum Performance

In an effort to provide a measure of precision, the following is an articulation of what the faculty consider to be the minimum level of performance. Underperformance in 2 of the 3 categories (Instructional Activities, Scholarly/Creative Activities, Service Activities) shall be required to result in an identification of low performance in a given year. The relative weight of the activities (60/20/20) is not relevant in identifying low performance. In other words, identification of low performance could occur with under-performance in Scholarly/Creative

Activities and Service Activities, but not in Instructional Activities, even though those two areas comprise only 40% of the individual's performance.)

Instructional Activities (60%)	
<p>The instructional component of a faculty member's responsibilities may include both traditional and electronic learning environments, classroom and non-classroom teaching activities, and may include, but not be limited to, development of new courses or new instructional materials including software. Academic advising, supervising, mentoring, and consulting with on and off campus students and assessment of teaching and learning activities are generally considered a part of instructional activity.</p>	
Acceptable Instructional Activities	Expected Minimum Performance
<ul style="list-style-type: none"> • Meets assigned classes and supervisory responsibilities regularly and punctually • Prepares course syllabi outlining course content and expectations • Files syllabi in the department office at the beginning of each semester • Plans, organizes, and informs students of course content, texts, reading assignments, attendance regulations, and methods of evaluation including grading scales • Covers the materials specified in the catalog for each course and meets the approved course objectives • Stays current in discipline specific knowledge, methodology and pedagogy in those areas of instructional responsibility • Regularly and systematically evaluates students' performance and provides appropriate and timely feedback • Provides student learning assessment data as appropriate to meet program level objectives • Complies with the administration of department-approved course evaluations • Receives student instructional evaluations on which the average of all ratings on all evaluations within the performance review cycle does not fall below midpoint on the rating scale 	<p>Annual expectation</p>

<ul style="list-style-type: none"> • Submits grades according to the procedures and schedule established by the Registrar • Finalizes all grading and other activities related to incompletes or other grace period grants to students 	
Acceptable Advising Activities	Expected Minimum Performance
<ul style="list-style-type: none"> • Accepts on and/or off campus students for advisement, as assigned by the department chair • Makes time available for appointments with advisees • Provides timely responses to advisees • Maintains current knowledge on university advising processes • Maintains current knowledge regarding departmental requirements, course offerings, course rotations, policies and other information relevant to enrollment and progress toward graduation • Maintains current knowledge regarding professional opportunities for graduates in Political Science and appropriately advises or refers students toward their professional goals • Receives student advising evaluations on which the average of all ratings on all evaluations does not fall below midpoint on the rating scale 	Annual expectation
Acceptable Activities Relating to Office Hours	Expected Minimum Performance
<ul style="list-style-type: none"> • Posts and holds a reasonable number of regular office hours as approved by the department chair • Maintains office availability both physically and electronically, as appropriate • Provides timely responses to students 	Annual expectation
Scholarly/Creative Activities (20%)	
<p>Scholarly activities at Fort Hays State University are defined as original, innovative, intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery,</p>	

<p>pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the FHSU campus community. The means of communication as well as the comparative value of the types of scholarly activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline.</p>	
Acceptable Scholarly Activity	Expected Minimum Performance
<ul style="list-style-type: none"> • Refereed journal article • Refereed conference presentations or proceedings • Scholarly books/book chapters • Edits or reviews of scholarly publications or presentations • Cases, software, or other pedagogical materials • Professional works published (including reports and/or studies) • Enrolls in courses or completes a degree designed to enrich scholarship or creative activities • Collaborates/mentors published student research project • Pursuit of extensive research related activities with expectation for presentation or publication • Authorship of grant applications • Facilitates research at a scholarly conference • Presents a paper at a scholarly conference • Actively participates in scholarly conferences • Non-refereed journal articles (including, for example, essays or book reviews) • Academic works submitted for publication • Other substantial scholarly and creative activity to which faculty and supervisor have agreed in the ASR • Any additional activities deemed by the faculty and supervisor as evidence of an active research agenda 	<p>At least two within the last five years, including the current evaluation cycle.</p>
Service Activities (20%)	
<p>There are three general categories of service for faculty members: service to the faculty member's profession, service to Fort Hays State University, and service to the community. Service to the profession includes, but is not limited to, state, regional, or national offices held in professional organizations, organizing a professional workshop or meeting, and other</p>	

<p>related activities. Service to Fort Hays State University includes, but is not limited to, committee assignments (chair or member), offices held (elective or appointed), involvement in campus activities (Tiger Day, high school workshops, etc.), part-time administrative assignments, sponsoring or advising a student organization, contributions to recruitment or retention of students. This service includes activities in support of the department, the college, and the University. Community service that is a part of the evaluation process should be related to one's professional expertise.</p>	
Expected Minimum Performance	
<p>Acceptable Service Activities – Profession</p> <ul style="list-style-type: none"> • Serve on or organize a panel • Serve as an officer in a professional organization • Organize or assist in the organization of an academic conference • Other substantial service activity to which the faculty and chair have agreed in the ASR. 	<p>At least one activity in two of the three categories every year, including the current evaluation cycle.</p>
<p>Acceptable Service Activities – University</p> <ul style="list-style-type: none"> • Serve on a university committee • Serve on a departmental committee • Assist with a department- or university –sponsored event (ex: Freshman Orientation, Visitation Day ...) • Give a presentation in a colleague's class • Other substantial service activity to which the faculty and chair have agreed in the ASR. 	
<p>Acceptable Service Activities – Community</p> <ul style="list-style-type: none"> • Provide consulting services, or in some other manner provide assistance to a public or private agency or organization • Serve as a moderator on a panel, colloquium, radio/TV program, or similar event • Give a presentation or lecture at one of the following: academic conference, public event (including a high school or other K-12 class) • Other substantial service activity to which the faculty and chair have agreed in the ASR. 	

Procedural Steps for Chronic Low Performance

1. It is the responsibility of the chair to identify and document a faculty member's low performance by designating "requires assistance to meet performance standards" on the annual review form. The chair shall inform the dean of such finding through the merit process.
2. The chair requests a meeting with the faculty member.
 - a. Faculty member is informed of merit and annual performance evaluation results.
 - b. Discussion is held regarding the faculty member's Annual Statement of Responsibilities and Three-Year Faculty Development Plan.
 - c. Signature is obtained from faculty member.
3. If requested by the faculty member, the departmental faculty will be involved in the decision leading to the characterization of the faculty member as low performing. If faculty involvement is requested, then the chair of the department calls a meeting of the tenured faculty within the department. The chair presents his or her justification of the characterization of the faculty member as low performing, and the faculty member offers any further explanation that he or she deems appropriate. The chair of the department and the faculty member in question withdraw from the meeting, and the remaining tenured faculty discuss the matter. These remaining tenured faculty will produce a written document, called the "Advisory Judgment," stating (a) whether or not the departmental faculty agree with the characterization of the faculty member's performance, (b) the numerical vote among the faculty favoring this Advisory Judgment, and (c) the reasons for the majority judgment. Reasons for a minority judgment may be included in the Advisory Judgment, but are not required. The Advisory Judgment is advisory to the chair.

If there are no tenured faculty in the department other than the chair and the faculty member in question, then the chair will convene a meeting of all full-time faculty within the department and charge the assembled group with the production of the Advisory Judgment.

4. The chair submits his or her final merit and annual performance evaluation.
5. The chair initiates the plan of improvement
 - a. The chair will initiate the meeting to recommend the plan of improvement.
 - b. Both parties will be provided opportunities for input, change, and prioritizing of the items in the plan.
 - c. The chair shall inform the dean of the steps taken and present the draft improvement plan for input and approval.
 - d. Within five (5) calendar days after the meeting, the chair will forward the recommended improvement plan to the faculty member.
6. The faculty member must respond in writing to the chair within fourteen (14) calendar days after receiving the chair's recommended improvement plan.

7. If the faculty member suggests changes to the chair's recommended improvement plan, the chair and faculty member may continue the discussion. The chair will produce a revised written recommended improvement plan within five (5) calendar days of the discussion.

If the faculty member does not respond within the prescribed time period, then the professional improvement plan as developed by the chair and/or faculty member will be placed into effect. The faculty member then will be advised of the procedures for appeal if he or she so desires.

8. The chair is responsible for implementing and monitoring the professional plan of improvement. Progress is documented by the chair. The chair shall inform the faculty and dean of progress on the plan of improvement.

Timeline for Faculty Evaluation of Minimum Performance

1. The chair requests faculty review personal development plans and priorities for the next academic year by March 15.
2. Faculty prepares evaluation materials for the current academic year and submits to the chair by April 1.
3. The chair reviews the faculty evaluation materials and prepares the evaluation of the faculty.
4. The chair discusses the evaluation materials and the chair's evaluation with faculty by April 30.
5. The chair clearly indicates a faculty member's evaluation according to one of the following levels of performance: "Meets performance standards" or "Requires assistance to meet performance standards". All faculty members receiving an evaluation noted with "Requires assistance to meet performance standards" will meet with the chair and develop a plan of action to improve the faculty member's performance.
6. The chair and the faculty member sign the annual review form and forward it to the dean by May 1. It is noted that signing does not constitute agreement with the evaluation rating, but acknowledgement of the review, rating, and conference with the chair.
7. Faculty and the chair consult regarding the ASR for the next academic year by May 8.
8. The chair reviews and finalizes the ASR for the next academic year with continuing faculty. Consultation and the ASR for new faculty should be completed by the end of the second week in September.
9. The dean submits all merit recommendations to the Provost by May 15.

Department of Political Science Standards for Tenure and Promotion

Preamble

Each academic department at Fort Hays State University has been charged with the responsibility of developing standards for promotion and tenure. The purpose of this document is to set forth the standards for tenure and promotion in the Department of Political Science. The Department will ascribe and adhere to the University policies and procedures as set forth in the Faculty Handbook, Chapter Three (viz., years in rank, possession of a terminal degree, definitions of community service, etc.) and the American Association of University Professors (AAUP) Memorandum of Agreement (MOA).

Policy

Tenure and Promotion (both to Associate and to Full Professor) shall require acceptable levels of performance in all three categories of performance (Instructional Activities, Scholarly/Creative Activities, Service Activities).

1. STANDARDS FOR TENURE

A. Teaching. The candidate for tenure will have established a record of quality teaching. Student evaluations, syllabi, peer review, teaching awards, advisee evaluations, course development, and instructional improvement are among the indicators which could be used to assess the candidate's teaching record. Course load should be consistent with the agreement negotiated between the candidate and the Department Chair. The basic standard of 60-20-20 normally implies a 4-4 teaching load.

Candidates for Tenure will demonstrate acceptable levels of performance in the area of teaching as evidenced by the criteria listed below:

- Meets assigned classes and supervisory responsibilities regularly and punctually
- Prepares course syllabi outlining course content and expectations
- Files syllabi in the department office at the beginning of each semester
- Plans, organizes, and informs students of course content, texts, reading assignments, attendance regulations, and methods of evaluation including grading scales
- Covers the materials specified in the catalog for each course and meets the approved course objectives
- Stays current in discipline specific knowledge, methodology and pedagogy in those areas of instructional responsibility
- Regularly and systematically evaluates students' performance and provides appropriate and timely feedback
- Provides student learning assessment data as appropriate to meet program level objectives
- Complies with the administration of department-approved course evaluations
- Receives student instructional evaluations on which the average of all ratings on all evaluations within the performance review cycle does not fall below midpoint on the rating scale

- Submits grades according to the procedures and schedule established by the Registrar
- Finalizes all grading and other activities related to incompletes or other grace period grants to students
- Accepts on and/or off campus students for advisement, as assigned by the department chair
- Makes time available for appointments with advisees
- Provides timely responses to advisees
- Maintains current knowledge on university advising processes
- Maintains current knowledge regarding departmental requirements, course offerings, course rotations, policies and other information relevant to enrollment and progress toward graduation
- Maintains current knowledge regarding professional opportunities for graduates in Political Science and appropriately advises or refers students toward their professional goals
- Receives student advising evaluations on which the average of all ratings on all evaluations does not fall below midpoint on the rating scale
- Posts and holds a reasonable number of regular office hours as approved by the department chair
- Maintains office availability both physically and electronically, as appropriate
- Provides timely responses to students

The candidate will provide such documentation as required in the Tenure Notebook (see MOA or Faculty Handbook for those not covered by the MOA). The chair may request or provide additional documentation as appropriate.

B. Research. Scholarship at Fort Hays State University is defined as an original, innovative intellectual contribution in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). In order to be considered scholarship, an activity must be communicated with and validated by peers both within and beyond the FHSU campus community, through means commonly accepted in the discipline.

The candidate for tenure will have maintained an active research agenda. Indicators of an active research agenda include but are not limited to:

- publication of a book
- or a reasonable combination of at least two of the following criteria;
 - pursuit of research projects;
 - pursuit of grant monies or other funding;
 - presentation of papers at professional meetings;
 - publication of articles, book reviews, studies, reports, or essays;
 - or completion of research manuscripts,
 - serving as a manuscript reviewer for an academic journal,
 - chairing panels at academic conferences,
 - serving as discussant at academic conference panels,
 - technical research reports,
 - and publication of papers in conference proceedings.

Formal notice of acceptance is acceptable evidence for any publication.

The Department of Political Science recognizes and promotes the diversity of research styles, particularly as categorized by Boyer (1980). Research includes the scholarship of discovery (contributes not only to the stock of human knowledge but also to the intellectual climate of an institution), engagement (involves the faculty member in a mutually beneficial partnership with the community), pedagogy (transforms and extends knowledge while transmitting an intelligible account of knowledge to the learners), application (creates new intellectual understandings arising out of theory and practice), and integration (seeks to interpret, draw together and bring new insights to bear on original research).

C. Service. The candidate for tenure will have maintained a record of quality service in a variety of ways, documenting at least four total activities from at least two of the three categories below in each year of the tenure review period.

(1) **Service Activities – Profession**

- Serve on or organize a panel
- Serve as an officer in a professional organization
- Organize or assist in the organization of an academic conference
- Other substantial service activity to which the faculty and chair have agreed in the ASR.

(2) **Service Activities – University**

- Serve on a university committee
- Serve on a departmental committee
- Assist with a department- or university –sponsored event (ex: Freshman Orientation, Visitation Day ...)
- Give a presentation in a colleague's class
- Other substantial service activity to which the faculty and chair have agreed in the ASR.

(3) **Service Activities – Community**

- Provide consulting services, or in some other manner provide assistance to a public or private agency or organization
- Serve as a moderator on a panel, colloquium, radio/TV program, or similar event
- Give a presentation or lecture at one of the following: academic conference, public event (including a high school or other K-12 class)
- Other substantial service activity to which the faculty and chair have agreed in the ASR.

2. STANDARDS FOR PROMOTION TO ASSOCIATE PROFESSOR

The standards for promotion to Associate Professor are with one exception the same as the standards for tenure. Whereas the requirements for tenure and promotion to Associate Professor are identical for teaching and service, the requirements for promotion to Associate Professor differ from those for tenure in the areas of research.

The FHSU Political Science Department organizes research accomplishments into two categories of criteria; Peer Reviewed Research and Other. Candidates may select research criteria in accordance with their own research agenda. As is the case in tenure standards, the Department of Political Science recognizes all five of Boyer's research categories as acceptable work for promotion. Formal notice of acceptance of any of the following peer reviewed research criteria, or a reasonable combination thereof, will be considered satisfactory for promotion:

- (1) A book

- (2) Two articles in academic journals
- (3) Two chapters of an edited volume
- (4) Grant funding
 - One external grant –or–
 - Six internal grants
- (5) Six conference papers
- (6) Twelve book reviews
- (7) Four trade publication articles

Other forms of research that may be considered for promotion but are not prima facie research sufficient for promotion include:

- (1) Custom or vanity press publication of a book
- (2) Submitting applications for grant funding
- (3) Completion of a research manuscript
- (4) Taking a sabbatical
- (5) Serving as a manuscript reviewer for an academic journal or book publisher
- (6) Chair or discussant at an academic conference panel
- (7) Publication of presented research in conference proceedings
- (8) Publication of essays or columns in a commercial publication
- (9) Technical research reports
- (10) Other substantial scholarly and creative activity to which faculty and supervisor have agreed in the ASR

Publications may be single authored or multiple-authored. Candidates seeking promotion must meet this standard prior to applying for promotion, but not within any particular time frame.

All refereed journals are considered reputable. When a candidate's work is published in a non-refereed journal, the Department Promotion Committee will determine whether that journal is reputable. Examples of non-refereed journals which are considered reputable are Foreign Affairs, Current Municipal Problems, Law and Order, Corrections Today and Kansas Government Journal.

3. STANDARDS FOR PROMOTION TO FULL PROFESSOR

The standards for promotion from Associate to Full Professor are identical to the standards for promotion from Assistant to Associate Professor. All evidence supporting the expected levels of performance in each of the three categories of performance (Instructional Activities, Scholarly/Creative Activities, Service Activities) must be from the period since the last promotion.

DEPARTMENT OF SOCIOLOGY
FORT HAYS STATE UNIVERSITY
STANDARDS FOR TENURE AND PROMOTION
Effective Fall 2014

Each academic department at Fort Hays State University has been charged with the responsibility of developing standards for tenure and promotion. The purpose of this document is to set forth the standards for tenure and promotion in the Department of Sociology. The Department will ascribe and adhere to the University policies and procedures as set forth in the Faculty Handbook, chapter three (viz, years in rank, possession of a terminal degree, definitions of community service, etc.) and in the Memorandum of Understanding.

1. **STANDARDS FOR TENURE**

A. **TEACHING**

The candidate for tenure will have established a record of quality teaching. Student ratings, syllabi, documentation of course development, and instructional improvement are among the indicators used to assess the candidate's teaching record.

- On the global rating item, "I would recommend this instructor to other students" maintain an average of at least a 3.2 (5.0 scale) annually.
- Submit to the department chair each semester current syllabi that contain all departmentally required components.
- Maintain the negotiated teaching load.
- Using a pre-test/post-test assessment evaluate at least one class annually, and provide a report demonstrating that course learning objectives were met.
- Identify an opportunity/niche for particular course content, and complete a new course application to be submitted to the department chair. The candidate will complete this at least once during the probationary tenure period.

B. **SCHOLARLY ACTIVITY/RESEARCH**

The candidate for tenure will have maintained an active scholarly agenda. The Department uses the University's definition of scholarship as presented in the MOA between FHSU-AAUP and FHSU-KBOR: "Scholarly activities at Fort Hays State University are defined as original, innovative intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the

production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the FHSU campus community. The means of communication as well as the comparative value of types of scholarly activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline.”

C. SERVICE

The candidate for tenure will have maintained a record of quality service in a variety of ways. Indicators of active service include activities that relate directly to the professional discipline of the professor and are carried out through consultation, grant writing, technical assistance, policy analyses and program evaluation. Indicators of an active service agenda include service on university committees, service on college committees, service on departmental committees, and service to the professional organizations and to community.

- Serve on two departmental committees annually. (Serving as Faculty Senator or sponsoring a student club will each count as service to the committee).
- Serve on one college or university committee annually.
- Serve on one professional or community committee annually.

Research/Scholarly Activity

The candidate will document an active research/scholarly activity agenda each year of tenure review. (The word “active” is intended to mean that action is ongoing. The candidate should provide detailed documentation of ongoing research/scholarly activity in his/her tenure file each year. Scholarly publication may occur in open educational resources outlets.)

Examples of research are (this list is not comprehensive and is intended as a guide):

Published peer-reviewed book
 Chapter in published peer-reviewed book
 Publication in a peer-reviewed professional journal
 Presentation at a professional convention/conference (with hard-copy paper)
 Serving as a book reviewer for a publisher
 Serving as a reviewer for a professional publication
 Conducting a research study (even if not published)
 Member of editorial board
 Submission of research grant proposals

Since presentation at professional conventions and publication in professional journals are the primary means of disseminating knowledge from research, candidates must a) present a minimum of 4 papers at professional conventions and b) publish a minimum of 1 article in and have submitted at least one additional manuscript to one or more peer reviewed professional journals during the five years of tenure review.

The recommended spacing of these minimums would be a) at least 2 presentations and at least 1 manuscript submitted for journal publication in the first 3 years of review; then b) at least 2 presentations and at least 1 journal publication in the last 2 years of review. (This spacing is only a recommendation and cannot be used to take a person off the tenure track or deny a person tenure.)

Notes: 1) A chapter in one or more peer reviewed published books can serve as a substitute for a published journal article. 2) A research accomplishment equivalent to or exceeding a stated requirement above may be substituted for a stated requirement only by a unanimous vote of tenured and tenure-track members of the discipline (note that this does not state department). To document such a substitution, a statement specifying the substitution must be dated and signed by all tenured or tenure-track members of the discipline.

In tenure and promotion decisions the Department will consider scholarly accomplishments at previous institutions provided that the work meets Department standards and was accomplished in the review period under consideration, which is typically no longer than six years prior to the granting of tenure or the granting of promotion.

2. STANDARDS FOR PROMOTION TO ASSOCIATE PROFESSOR

The standards for promotion to Associate Professor are the same as the standards for tenure with these additional requirements:

TEACHING

The candidate for Associate Professor will:

- A. On the global rating item, "I would recommend this instructor to other students" maintain an average of at least a 4.0 (5.0 scale) annually.
- B. Demonstrate proficiency in course development and instructional improvement.

RESEARCH

- A. Publish at least two articles in reputable journals, or two chapters in an edited book, or a book, or two reports which demonstrate the scholarship of integration.
- B. Author a paper for presentation at a professional meeting bi-annually, or write one research grant bi-annually.

SERVICE

- A. Serve on at least one university/college committee annually.

- B. Serve on at least one departmental committee annually.
- C. Contribute professional expertise to a public agency or community organization through board membership, technical assistance, consultation or evaluation.
- D. Participate in departmental/university events and activities when designated to attend.

STANDARDS FOR PROMOTION TO FULL PROFESSOR

Associate Professor Rank

Terminal degree in the field or in a related field

TEACHING

- A. On the global rating item, “I would recommend this instructor to other students” maintain an average of at least a 4.0 (5.0 scale) annually.
- B. Demonstrate proficiency in course development and instructional improvement

SCHOLARLY ACTIVITY/RESEARCH

- A. Publish two additional articles in reputable journals, or two additional chapters in an edited book, or an additional book, or two additional reports which demonstrate the scholarship of integration.
- B. Author a paper accepted for presentation at a professional meeting bi-annually, or write an additional research grant bi-annually.

SERVICE

- A. Serve on at least one university/college committee annually.
- B. Serve on at least one departmental committee annually.
- C. Contribute professional expertise to a public agency or community organization through board membership, technical assistance, consultation or evaluation.
- D. Participate in departmental/university events and activities when designated to attend.

DEPARTMENT OF SOCIOLOGY
Annual Faculty Activity Report for Merit Consideration

January 1 – December 31, [YEAR]

INSTRUCTIONAL ACTIVITY

THE INSTRUCTIONAL COMPONENT OF A FACULTY MEMBER'S RESPONSIBILITIES MAY INCLUDE BOTH TRADITIONAL AND ELECTRONIC LEARNING ENVIRONMENTS, CLASSROOM AND NON-CLASSROOM TEACHING ACTIVITIES, AND MAY INCLUDE, BUT NOT BE LIMITED TO, DEVELOPMENT OF NEW COURSES OR NEW INSTRUCTIONAL MATERIALS INCLUDING SOFTWARE. ACADEMIC ADVISING, SUPERVISING, MENTORING, AND CONSULTING WITH ON AND OFF CAMPUS STUDENTS AND ASSESSMENT OF TEACHING AND LEARNING ACTIVITIES ARE GENERALLY CONSIDERED A PART OF INSTRUCTIONAL ACTIVITY.

A. SCHEDULE OF CLASSES

Using the tables below, list all classes you taught in the specified semesters, INCLUDING VIRTUAL COLLEGE CLASSES, APPRENTICESHIPS, READINGS, etc. [do NOT include summer teaching]

SPRING [YEAR]

Course #	Abbreviated Title	# Enrolled	# Student Evaluations	% Eval. Return	Avg. Eval. Score on "I would recommend this instructor to other students."

FALL [YEAR]

Course #	Abbreviated Title	# Enrolled	# Student Evaluations	% Eval. Return	Avg. Eval. Score on "I would recommend this instructor to other students."

In the same order as you listed the classes please include a syllabus, a final grade roster and the student evaluation for each class.

B. If you advise students attach a list of your advisees.

C. If you have presented guest lectures indicate your topic and the class/classes in which you presented.

D. If you served on thesis committees list the students name, the thesis topic and the department.

E. If you have received awards for your teaching list the award/s.

F. Other notable contributions in instructional activity you want to mention.

SCHOLARLY ACTIVITY

SCHOLARLY ACTIVITIES AT FORT HAYS STATE UNIVERSITY ARE DEFINED AS ORIGINAL, INNOVATIVE INTELLECTUAL CONTRIBUTIONS IN THE FORM OF RESEARCH, PRACTICE, CREATIVE ACTIVITY, OR PERFORMANCE. FHSU RECOGNIZES AND VALUES THE DIVERSITY OF TYPES OF SCHOLARSHIP, INCLUDING DISCOVERY, PEDAGOGY, INTEGRATION, ENGAGEMENT, AND APPLICATION (BOYER 1997). SCHOLARLY ACTIVITIES MUST BE INTENDED AND REASONABLY EXPECTED TO LEAD TO THE PRODUCTION OF SCHOLARLY WORKS. SCHOLARLY WORKS MUST BE COMMUNICATED WITH AND VALIDATED BY PEERS BEYOND THE FHSU CAMPUS COMMUNITY. THE MEANS OF COMMUNICATION AS WELL AS THE COMPARATIVE VALUE OF TYPES OF SCHOLARLY ACTIVITY AND WORK ARE TO BE DETERMINED BY EACH DEPARTMENT. THESE DETERMINATIONS WILL REFLECT WHAT IS COMMONLY ACCEPTED IN THE DISCIPLINE.

- A. Conference/s Attended and Presentation Titles (if any presentations delivered)

- B. Book/s Published

- C. Article/s Published

- D. Book/Article Reviews

- E. Research Grant/s (Funded)

- F. Award/s received in area of Scholarship

- G. Other notable contributions in the area of Scholarship

SERVICE ACTIVITY

THERE ARE THREE GENERAL CATEGORIES OF SERVICE FOR FACULTY MEMBERS: SERVICE TO THE FACULTY MEMBER'S PROFESSION, SERVICE TO FORT HAYS STATE UNIVERSITY, AND SERVICE TO THE COMMUNITY.

SERVICE TO THE PROFESSION INCLUDES, BUT IS NOT LIMITED TO, STATE, REGIONAL, OR NATIONAL OFFICES HELD IN PROFESSIONAL ORGANIZATIONS, ORGANIZING A PROFESSIONAL WORKSHOP OR MEETING, AND OTHER RELATED ACTIVITIES.

SERVICE TO FORT HAYS STATE UNIVERSITY INCLUDES, BUT IS NOT LIMITED TO, COMMITTEE ASSIGNMENTS (CHAIR OR MEMBER), OFFICES HELD (ELECTIVE OR APPOINTED), INVOLVEMENT IN CAMPUS ACTIVITIES (PARENTS' DAY, HIGH SCHOOL WORKSHOPS, ETC.), PART-TIME ADMINISTRATIVE ASSIGNMENTS, SPONSORING OR ADVISING A STUDENT ORGANIZATION, CONTRIBUTIONS TO RECRUITMENT OR RETENTION OF STUDENTS. THIS SERVICE INCLUDES ACTIVITIES IN SUPPORT OF THE DEPARTMENT, THE COLLEGE, AND THE UNIVERSITY.

COMMUNITY SERVICE THAT IS A PART OF THE EVALUATION PROCESS SHOULD BE RELATED TO ONE'S PROFESSIONAL EXPERTISE.

- A. Service to the Profession (memberships/ offices held)
- B. Service to the University
- C. Service to the Department
- D. Service to the Community/ region
- E. Award/s received in area of service