

**DEPARTMENT OF AVIATION**  
**COLLEGE OF TECHNOLOGY AND AVIATION**  
**KANSAS STATE UNIVERSITY AT SALINA**

**POLICY STATEMENT CONCERNING:**

**ANNUAL EVALUATIONS**

**(Approved by Faculty Vote on April 9, 2002)**

**PROMOTION AND TENURE**

**(Approved by Faculty Vote on April 9, 2002)**

**CHRONIC LOW ACHIEVEMENT**

**(Approved by Faculty Vote on April 9, 2002)**



**Marlon W. Johnston, Department Head**

04/09/02

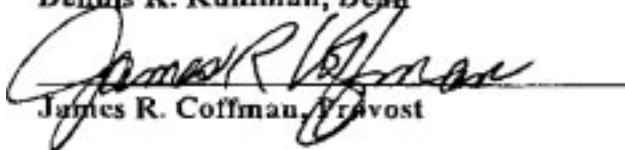
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**James R. Coffman, Provost**

5/9/02

**Date**

**PROCEDURES FOR FACULTY EVALUATION,  
APPOINTMENTS, PROMOTION, AND TENURE**

DEPARTMENT OF AVIATION

KANSAS STATE UNIVERSITY-SALINA

COLLEGE OF TECHNOLOGY AND AVIATION

Reviewed and majority vote approval by departmental faculty: April 9, 2002

Department Head approval: April 9, 2002

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## **I. INTRODUCTION**

The Aviation Department must evaluate its members regularly in order to:

- ▲ help the Department Head provide feedback, commendations and constructive criticism to members of the Department in an ongoing effort to enhance the overall quality of the Department's efforts,
- ▲ provide information to the Department Head to help him/her in the determination of annual merit salary adjustments,
- ▲ provide information to non-tenured faculty about advancement at the mid-point progress toward tenure between his/her initial appointment and tenure decisions,
- ▲ assist faculty member toward tenure at KSU, and
- ▲ determine if a faculty member has earned the right of promotion to Assistant Professor, Associate Professor or Professor.

This document is a statement of the Department's policies, procedures, and criteria for reaching decisions on these important and complex issues. The policies, procedures, and criteria included in this document are based on the *KSU University Handbook*. Should a discrepancy be identified, the provisions of the *University Handbook* shall take precedence.

## **II. PROCEDURES CONCERNING THIS DOCUMENT**

This document supersedes all previous documents and is distributed to all unclassified permanent faculty within two weeks of its approval. When a new tenured or tenure-track faculty member joins the Department, she/he will be given a copy of this document during the first week of the semester in which she/he begins at KSU.

## **III. CHARACTERISTICS OF AN EFFECTIVE FACULTY MEMBER**

Each faculty member is a unique individual who can contribute to the Department's overall mission in many diverse ways. Because of this diversity it is difficult to list a set of goals or criteria which all faculty must reach or demonstrate in order to be considered an effective and positive contributor to our efforts. However, we can state some general concepts which guide our department as it strives to create an environment in which high quality teaching, learning, research scholarship, creative endeavors and service can occur.

### **A. TEACHING**

Teaching, in all of its forms, is the foremost duty of a faculty member. As a result, the Department places strong emphasis on instructional excellence and makes it a foundational consideration in the initial appointment of faculty and in the awarding of tenure and promotion.

The teaching component involves communicating knowledge to students and developing the intellectual base necessary for lifelong learning. Effective teaching is based on professional experience, effective communication, sound scholarship, continued intellectual growth, and concern for students.

As set forth in the *University Handbook*, a faculty member's performance "is exceptionally complex and cannot be evaluated adequately based on a single source of information" (C33).

Among items to consider:

- ▲ student ratings of classroom instructors (C34.1)
- ▲ faculty peer evaluations of teaching
- ▲ course materials such as syllabi, examinations, laboratories and reading lists (C34.2)
- ▲ enrollment size, contact hours and course complexity
- ▲ work in a professional capacity during summers or leave time, when it enhances teaching
- ▲ grants and awards for course development or teaching development
- ▲ leadership roles in the teaching-related activities of professional associations
- ▲ developing new courses or enriching established courses
- ▲ using teaching methods and course content that bring new technology into the classroom
- ▲ a teaching portfolio or statement of teaching philosophy
- ▲ correspondence from former students and professionals related to teaching
- ▲ teaching awards
- ▲ academic and career advising

## **B. SCHOLARSHIP AND CREATIVE ENDEAVORS**

Scholarship is an essential element of the academic environment. The Department's faculty are expected to identify with an area of professional growth and scholarship relating to their primary teaching assignment and engage in activities that ensure continued development in the fields associated with their discipline.

Scholarship involves updating and extending an area of study within the professional life of the faculty member. It means being alert to new and innovative directions in their discipline. It involves the development and sharing of ideas; the conception and implementation of new and creative instructional materials; participation in conferences, conventions, workshops, and professional meetings.

Scholarship requires:

- ▲ Innovation or creativity
- ▲ Communication of innovations
- ▲ Acknowledgment by peers

Creative endeavor refers to the production of a tangible product by the faculty. It generally involves the production, exhibition, or performance of such works.

Examples include:

- ▲ Production, exhibition, or performance of creative works.
- ▲ Delivering invited lectures, papers, speeches, or presentations at colleges or universities, meetings, conventions, and conferences.
- ▲ Applying for and receiving grants and awards.
- ▲ Active participation in institutes, short courses, seminars, and workshops related to faculty member's discipline.
- ▲ Active membership in professional societies relevant to a discipline.
- ▲ Engaging in specific self-study or a professional growth plan to enhance professional competency.

### **C. SERVICE**

Every faculty member is expected to make meaningful contributions to the Department's outreach to its wide range of constituencies. The overarching service component involves contributions to the profession, the academic discipline, the university, and the public (C32.1).

The focus is on the leadership level and the quality of contributions. Relative importance of a service activity can be inferred from the actual or anticipated consequences. Finally, as stated in the University Handbook, "non-directed service cannot be the major grounds upon which tenure or promotion is based" (C32.6).

Among items to consider:

- ▲ Professional contributions through service as an officer, committee chair or other administrative responsibility in appropriate scholarly, professorial and community organizations
- ▲ Planning and participating in programs, seminars and workshops that contribute to
- ▲ Serving the School's professional, community and academic constituencies
- ▲ Speeches and other activities that contribute to the discipline, or support the general public and constituencies
- ▲ Serving as a peer reviewer of scholarly and professional works in the discipline
- ▲ Judging professional and academic contests related to the College's mission
- ▲ Sponsoring and advising student organizations
- ▲ Administrative duties and committee work on behalf of the university and its units
- ▲ Recruitment of students and engaging in promotional activities
- ▲ Receipt of service awards, honors and grants
- ▲ Community service for the public good
- ▲ Teamwork activities with other faculty
- ▲ Mentorship activities

### **D. TEAMWORK**

Teamwork is an important element of the Department's success. Working together collectively provides the cohesiveness necessary for accomplishing Department goals.

Consider the following:

- ▲ Attend and participate in Section and Department meetings

- ▲ Pattern and degree of cooperation
- ▲ Style of working with others
- ▲ Dependability in carrying out shared commitments
- ▲ Contributions to departmental matters
- ▲ Facilitation of work effectiveness of others
- ▲ Volunteering to work on projects
- ▲ Work & reports done
- ▲ Contributions in departmental meetings
- ▲ Sharing information
- ▲ Extent valued by others as fellow members of work groups, committees, or task forces

#### **IV. FACULTY QUALIFIED TO VOTE ON THE MATTERS OF PROMOTION/TENURE AND MID-PROBATIONARY REVIEW**

All faculty who hold a rank equal to or higher than the rank being considered may vote on the question of promotion; faculty who hold tenure, regardless of rank, may vote on the questions involving the awarding of tenure and mid-probationary review. If a qualified faculty member cannot be present during the discussion of the candidate's promotion/tenure/mid-probationary review document or be present on the day that the vote is recorded, the qualified faculty member may leave her/his ballot and any statement that he/she may want incorporated into the discussion summary with the Department Head prior to the meeting and/or vote.

#### **V. CRITERIA FOR APPOINTMENT, TENURE & PROMOTION**

##### **A. INITIAL APPOINTMENT CRITERIA**

For all initial faculty appointments, it must be made clear from the outset if the position is to be a professional or a tenure-track appointment. During the search for a new faculty member, starting with the job description that is circulated nationally, the expected credentials must be clearly stated.

Candidates are recommended for initial professional or tenure-track appointment by the Department Head only after the Department's tenured faculty holding a rank equal to or higher than the position to be filled has assessed the candidate's level and quality of academic preparation, professional experience, and potential contributions as a faculty member.

##### **1. Professional Appointment**

The *University Handbook* recognizes that accomplishments or experience other than the terminal degree may qualify a candidate for appointment to one of the professorial ranks (C130). In an academic unit such as ours with a strong professional component, practitioners who bring valuable experience to the faculty are essential to the department's mission. Therefore, professional accomplishment will be considered in lieu of the terminal degree in determining the suitability of a candidate for a professional appointment.

##### **2. Tenure-Track Academic Appointment**

Individuals receiving regular appointment to professorial rank will be placed on the tenure-track. For a tenure-track appointment, the following qualifications may be considered: a master's degree with relevant experience or the bachelor's degree with extensive relevant

professional, industrial or business credentials and experience deemed by the faculty of the department to be professional and appropriate.

Beginning with initial appointment, the maximum probationary period for gaining tenure is six years. A probationary period less than the maximum must be agreed to at hiring and specifically identified in the individual's contract (C 70 – 93).

## **B. TENURE AND PROMOTION CRITERIA**

To secure a faculty of the highest possible caliber, the university uses a selective process in awarding tenure. The *University Handbook* notes, "Tenure is not a right accorded to every faculty member. Nor is it granted simply as a result of a candidate's routinely meeting assigned duties with a record free of notable deficiencies" (C 100.3).

Qualifying for tenure and promotion derives from a balance in terms of quality teaching, professional and scholarly achievements, and dedicated service. Candidates must show an impact on the institution and professional discipline by demonstrating sustained accomplishments since coming to the university.

Appointment to the faculty customarily involves a period of tenure-track employment, although appointment with tenure is possible at the level of associate professor or professor.

Consistent with *University Handbook* policies, individuals may be granted promotion at any time. Tenure is not granted below the rank of associate professor, except in special circumstances approved by the provost. Tenure and promotion to associate professor can be granted concurrently. Service as a probationary instructor or above may be credited toward tenure.

For each level of promotion, successively higher levels of achievement are expected. In general, an appointment to assistant professor reflects an acceptable level of achievement and potential for excellence, while promotion to associate professor rests on substantial tangible achievements, and promotion to full professor is based on attainment of excellence in assigned responsibilities and achievements at such a level as would provide national or international recognition in the discipline (C120.2). Promotion in less time requires much greater justification in terms of demonstrable accomplishments than is required for promotion after six years or more at one rank. These distinctions are further set forth in the following:

### 1. Instructor

Appointments at the instructor rank are detailed by Section C12 of the *University Handbook*. A regular appointment in the instructor rank is usually made in those instances when the candidate has extensive professional experience and/or licensing, certification, registration or ratings deemed to be necessary for a given technical program but may be lacking formal academic preparation. Years of service on a regular appointment at the instructor level will not be credited toward tenure.

Degree Requirements:

Accomplishments or experience other than the terminal degree will allow promotion to one of

the professorial ranks. For the Aviation Department, where Federal Aviation Administration certifications and ratings are vital to meeting the Federal Aviation Regulations requirements to teach in FAR 147 and 141 approval programs, an associate degree accompanied by significant industry experience and the appropriate level of FAA available ratings applicable to the area of expertise may be considered as an appropriate degree for appointment.

## 2. Assistant Professor

The basic academic credential is considered to be an earned master's degree and industrial experience in a field closely related to the area of teaching. Because of the lack of graduate degrees in Aviation Maintenance, a baccalaureate degree with over five years aviation maintenance industry experience and current professional licensing with Inspection Authority (IA) establishes the criteria for the Aviation Maintenance faculty. All faculty members should have a demonstrated level of achievement as stated in Section III. Faculty appointed or promoted to assistant professor will be entered on the tenure-track. Tenure is not granted below the rank of associate professor, except in special circumstances approved by the provost (C13).

## 3. Associate Professor

The basic academic credential is considered to be the terminal degree, a master's degree in an aviation discipline. The faculty member should have substantial aviation industry experience, and have provided evidence of extensive tangible achievements that reflect excellence in teaching, scholarship and service (as stated in Section III). The candidate should demonstrate growing improvements technically and professionally and progress toward establishment of national recognition in the aviation discipline. Tenure and promotion to associate professor often are granted concurrently (C13).

## 4. Professor

Evidence of the attainment of excellence in assigned responsibilities and major achievements at such a level as would provide national or international recognition in the discipline. Appointment to the rank of full professor implies that the individual is recognized as being an authority in his or her field and is recognized by associates and students as being a capable teacher and scholar. It is expected that this individual will be known in national educational and professional circles and recognized in such groups as a leader. In the area of public and institutional service it is expected that the individual will be recognized on campus for outstanding contributions to the development of his or her educational program.

# **VI. PROCEDURES FOR PROMOTION AND/OR TENURE**

The University's criteria and procedures for tenure and promotion are given in the "*KSU University Handbook*". Candidates will normally be considered for tenure during the final year of the maximum probationary period, although, in exceptional cases, candidates with outstanding records in teaching, scholarship, and service may be considered for tenure at an earlier date. In these exceptional cases, the request for early tenure decision may be made by the candidate by submitting a written nomination to the Department Head by September 15.

In the case of promotions, a request for consideration of promotion may be made by the

candidate by submitting a written request to the Department Head by September 15.

#### **A. CANDIDATE'S RESPONSIBILITIES**

The responsibility for collecting the information that demonstrates the candidate's accomplishments will be borne by the candidate (C111). The candidate is encouraged to consult with the Department Head and members of the faculty concerning the content and preparation of the promotion/tenure document.

The process for promotion/tenure evaluation begins automatically at the beginning of the final year of the probationary period (no later than the fall of the sixth year), or when the candidate expresses in writing to the Department Head her/his intention to seek early promotion/tenure.

The candidate will then prepare the portions of the promotion/tenure document that summarize her/his achievements in teaching, scholarship and creative endeavors, service and teamwork. The material must be presented in the format specified by the Office of the Provost (See Appendix A) and will consist of:

##### 1. Required Documentation

###### a. Statement by Candidate

- ▲ Candidate's statement of accomplishments (one page summary of why a candidate feels that he/she should be promoted/tenured).
- ▲ Candidate's statement of goals for the next five years (one page summary).

###### b. Teaching

- ▲ Statement of activities (one-page summary: classes taught, student advisement, and any other evidence of instructional productivity).
- ▲ Evidence for quality of teaching, such as student evaluations, outcomes of special instructional projects, awards, etc. (one page summary).
- ▲ Other evidence of creativity and excellence in teaching such as innovative teaching methods, introduction of new courses, substantive revision of existing courses, etc. (one page summary).

###### c. Scholarship and Creative Endeavors

- ▲ Statement of professional activities (one page summary).
- ▲ List of publications, presentations, and other scholarly activities and creative achievements.
- ▲ List of grants and contracts.

###### d. Service Contributions (two-page summary).

###### e. Cooperative Extension.

###### f. External Letters of Evaluation.

###### g. Other Information Considered Pertinent by the College and/or Department

- ▲ Statement of teaching philosophy.

##### 2. Supporting documentation may include:

###### a. Teaching

- ▲ Teaching evaluations. The standard evaluations that were furnished by students who were enrolled in the candidate's courses for the relevant period or for the last three years, whichever is shorter.

- ▲ National, regional, and local awards or recognition.
- ▲ Information concerning the introduction of new courses and/or substantive course revision.
- ▲ Other information that demonstrates the candidate's teaching effectiveness.
- b. Scholarship and Creative Endeavors
  - ▲ Reprints and/or manuscripts submitted for publication or presentation
  - ▲ Copies of all grant proposals during the relevant period. Reviewers' comments may be included.
  - ▲ Lists of invited and contributed presentations at professional and symposia, seminars at schools, industries, and government laboratories.
  - ▲ National, regional, and local awards or recognition
- c. Service
  - ▲ A summary of the candidate's activities on Departmental, College and University committees.
  - ▲ A summary of the candidate's activities in national, regional, and local professional societies.
  - ▲ Information concerning the candidate's organization of symposia, etc.
  - ▲ Evidence of the candidate's reviews of books, papers, and research proposals.
  - ▲ Evidence of substantive service and contributions to the professional community.
  - ▲ Other service to the University and the department.
- d. Teamwork
  - ▲ Evidence of the individual's effectiveness in working with others.
- e. Detailed Curriculum Vitae with Qualifying Documentation
  - ▲ All appropriate FAA certificates, medical, repair station qualifications, factory schools, etc.

Lastly, all candidates for promotion and tenure may present a colloquium that describes the results of the candidate's teaching/scholarship and creative endeavors/service activities for the relevant period. This colloquium should be scheduled for the month of September.

## **B. DEPARTMENT'S RESPONSIBILITIES**

Upon either receiving the candidate's written request or, with the candidate's concurrence or the written nomination of at least one of the faculty who are qualified to vote on the matter, the Department Head will obtain documentation and information as per the *University Handbook* (C150-156 and C112 et al.).

## **C. FACULTY VOTE**

Each qualified member of the faculty may submit a written recommendation/ballot to the Department Head. A recommended form for the ballot is given in Appendix B. At the close of the voting period, the Department Head will open the ballots and record the vote in the presence of the section head of the faculty member under consideration. The Department Head forwards a written recommendation to the Dean, an explanation of his/her judgment, and the recommendation and written comments of the consulted faculty members. The complete file is forwarded to the Dean (C150-C156.2). Candidates are informed of the college's recommendation at the time their files are forwarded to the Provost.

## **D. APPEAL/WITHDRAWAL PROCEDURES**

Candidates have the right to appeal recommendations or withdraw from promotion and tenure consideration. An ombudsperson is available to provide assistance to faculty in the resolution of concerns and disputes that arise within the university. Faculty are encouraged to contact an ombudsperson before making an administrative appeal as established in Appendix G of the *University Handbook*.

For a complaint regarding promotion, the complainant shall follow the procedures in sections C154.2-C154.3 of the *University Handbook*.

For a complaint regarding tenure, the complainant shall follow the procedures in sections C114.2-C114.3 of the *University Handbook*.

Candidates may appeal recommendations for not granting promotion or tenure upon the finding of the Deans Council (C144.2).

Candidates may withdraw from further consideration for promotion within seven calendar days following notification of the college's recommendation (C153.4).

## **VII. MID-PROBATIONARY REVIEW**

The mid-probationary review will be conducted midway through the probationary period as outlined in the *University Handbook*. This review is intended to provide tenure-track faculty members with assessments of their performances by the tenured faculty in the areas of teaching, scholarship and creative endeavors, and service; for the tenured faculty to comment on the probationary faculty member's long-range plans for other scholarly activities; and to determine if the accomplishments and goals of the probationary faculty member are consistent with the missions and expectations of the department.

### **A. DEPARTMENT HEAD'S RESPONSIBILITIES**

At the beginning of the academic year in which the review is to occur the Department Head will inform the candidate of the review and of her/his responsibilities concerning the review.

The Department Head and section head will interview a representative sample of current and former undergraduate students, to ascertain the quality of the candidate's teaching. The Department Head will also review the faculty member's student teaching evaluations.

### **B. CANDIDATE'S RESPONSIBILITIES**

The procedure for mid-probationary review will be similar to the review procedure for promotion and/or tenure. The probationary faculty member will present to the Department Head by January 15 documentation of her/his accomplishments in teaching, scholarship and creative endeavors, and service. The format that should be followed and the types of evidence that should be provided will be the same as those for tenure/promotion.

In addition to the documentation above, the faculty member should submit a three-year goals and activities plan. Candidates have the option to present a Departmental colloquium.

### **C. FACULTY VOTE**

By the end of February, tenured members of the faculty and the Department Head will meet to discuss the probationary faculty member's documentation. After the faculty discussion, each tenured member of the faculty will submit a ballot/written recommendation to the Department Head. The results of the faculty vote and a summary of the written justifications will be transmitted to the candidate. The summary, prepared by the Department Head, will be appropriately edited to ensure confidentiality.

### **D. REPORT OF THE DEPARTMENT HEAD**

The Department Head will review the candidate's document, the summary of the candidate's scholarship and creative endeavors and teaching effectiveness, and the recommendations of the faculty and make an independent recommendation supporting or failing to support reappointment of the probationary faculty member. The Department Head will explain her/his recommendation in writing to the candidate. All recommendations will be forwarded to the Dean by the end of March.

## **VIII. ANNUAL EVALUATION**

Faculty evaluation is an assessment of the quality and importance of the accomplishments and contribution made by each faculty member during the calendar year. Annual evaluation by the Department Head provides the basis for annual merit salary recommendations and serves as a yardstick for performance evaluation leading to tenure and promotion.

In turn, all full-time faculty have the opportunity to evaluate the Department Head. The Dean will, in conjunction with the annual evaluation process, issue a written request for input from the department. The intent of this input is to identify strengths and weaknesses, and issues relevant to the administrator's performance. The specific source of all input will be held in absolute confidence by the Dean (B 123).

In January, each faculty member submits a list of projected activities and goals for the upcoming calendar year, designating the emphasis among teaching, scholarship and creative endeavors, service and teamwork. Additionally, faculty members should submit their goals for three and five years into the future. The Department Head uses these lists to provide feedback to the individual faculty member on the merits of their endeavors, projected time and effort allocations, benefit to the department and college, and how their goals compare with other faculty.

Each faculty member, in coordination with the Department Head, may revise the allocation of emphasis before the second week of the fall term. At the request of a faculty member the Department Head/chair may conduct an informal progress review of faculty activities and goals.

In January of each year, faculty members will submit a summary of their previous years activities which will serve as the basis for evaluation in the categories of teaching, scholarship, creative endeavors, and service. Use the literary style that best fits the material:

lists, narrative, exposition or commentary. As part of the support for the four areas established in Section III and this section, the summary must include:

- ▲ Each course taught during the evaluation period, including the contact hours and number of students enrolled.
- ▲ Number of students advised.
- ▲ Department, college and university committees/organizations and level of participation.
- ▲ Renewal, upgrade or addition of professional qualifications and credentials.
- ▲ Development courses attended and the dates attended.

Evaluation may include consideration of work that spans more than just the calendar year in question, in order to encourage faculty to undertake long-term projects that do not lend themselves to a single-year evaluation. The faculty member may include other supporting materials deemed appropriate.

The Department Head's evaluation assesses each faculty member's performance on the Faculty Evaluation Report by agreed upon goals and accomplishments:

- ▲ 50-59 Greatly exceeds expectations
- ▲ 40-49 Meritorious
- ▲ 30-39 Meets departmental expectations
- ▲ 20-29 Needs improvement
- ▲ 0-19 Unsatisfactory

Faculty members are evaluated on their record of teaching, scholarship and creative endeavors, service, and teamwork. Faculty's evaluations will consist of evaluating in the following four areas:

#### **A. TEACHING**

Teaching, in all of its forms, is the foremost duty of a faculty member. As a result, the Department places strong emphasis on instructional excellence and makes it a foundational consideration in the initial appointment of faculty and in the awarding of tenure and promotion. The teaching evaluation considers such factors as class size, course complexity, first-time courses, number of preparations, and other relevant factors.

The teaching component involves communicating knowledge to students, developing the intellectual base necessary for lifelong learning. Effective teaching is based on professional experience, effective communication, sound scholarship, continued intellectual growth, and concern for students.

Among items faculty could consider:

- ▲ Confidential student evaluations documenting teaching competence (C34).
- ▲ Faculty peer evaluations of teaching.
- ▲ Course materials such as syllabi, examinations, laboratories and reading lists (C34.2).
- ▲ Enrollment size, contact hours and course complexity.
- ▲ Work in a professional capacity during summers or leave time, when it enhances teaching.

- ▲ A teaching portfolio or statement of teaching philosophy.
- ▲ Grants and awards for course development or teaching development.
- ▲ Leadership roles in the teaching-related activities of professional associations.
- ▲ Developing new courses or enriching established courses.
- ▲ Using teaching methods and course content that bring new technology into the classroom.
- ▲ Correspondence from former students and professionals related to teaching.
- ▲ Teaching awards.
- ▲ Academic and career advising.
- ▲ Independent instruction, laboratory instruction and development.

To help determine teaching competence, all faculty members and part-time faculty members are evaluated by students using the teaching evaluation (TEVAL) form on each course they teach. Deviations from this guidance will be agreed upon by both the faculty member and the Department Head prior to the presentation of the course.

Student evaluations should be made available to the Department Head each semester to assist in the annual evaluation process. The Department Head uses the mean on questions 1 and 14 of the TEVAL to evaluate course ratings, with a composite score of:

4.3 or above	Outstanding
4.29 to 3.7	Meritorious
3.69 to 3.2	Meets Expectations
3.19 to 3.0	Needs Improvement
< 3.0	Unsatisfactory

Course evaluations with fewer than 10 responses and those involving less than two-thirds of a class should be interpreted with caution.

Because FAA certification is required for the department to offer its programs, FAA certificates and industry experience is central to all teaching within the department.

## **B. SCHOLARSHIP AND CREATIVE ENDEAVORS**

Scholarship is an essential element of the academic environment. The department's faculty are expected to identify with an area of professional growth and scholarship relating to their primary teaching assignment and engage in activities that ensure continued development in the fields associated with their discipline. Progress toward this end is essential to accreditation and faculty credibility.

Scholarship also involves updating and extending an area of study within the professional life of the faculty member. It involves the sharing of ideas; the conception and implementation of new and creative instructional materials; participation in conferences, conventions, workshops, and meetings.

Creative endeavor refers to the production of a tangible product by the faculty. It generally involves the production, exhibition, or performance of such works.

Among items faculty could consider:

- ▲ Production, exhibition, or performance of creative works.
- ▲ Delivering invited lectures, papers, speeches, or presentations at colleges or universities, meetings, conventions, and conferences.
- ▲ Applying for and receiving grants and awards.
- ▲ Participating in institutes, short courses, seminars, and workshops related to faculty discipline.
- ▲ Membership in professional societies relevant to a discipline.
- ▲ Engaging in specific self-study or a professional growth plan competency.
- ▲ Technology transfer
- ▲ Summer employment
- ▲ Factory service schools
- ▲ Consulting for industry or governmental agencies
- ▲ Advanced academic degrees
- ▲ Developing and publishing text and laboratory materials
- ▲ Contribution to technical literature
- ▲ Acquiring professional licenses, certification or ratings
- ▲ Sabbatical leave or professional improvement leave
- ▲ Professional self-improvement activities

### **C. SERVICE TO THE COLLEGE**

Faculty members are expected to participate in the life of the College, attend faculty and department meetings, use facilities appropriately, be available to colleagues and students, and respond favorably to reasonable assignments.

Every faculty member is expected to make meaningful contributions to the Department's outreach to its wide range of constituencies. The service component involves contributions to the profession, the academic discipline, the university, and the public.

The focus is on the leadership level and the quality of contributions. Relative importance of a service activity can be inferred from the actual or anticipated consequences.

Among items faculty could consider:

- ▲ Professional contributions through service as an officer, committee chair or other administrative responsibility in appropriate scholarly, community and professional organizations
- ▲ Planning and participating in programs, seminars and workshops that contribute to serving the school's professional, community and academic constituencies
- ▲ Speeches and other activities that contribute to the discipline, or support public constituencies
- ▲ Serving as a peer reviewer of scholarly and professional works in the discipline
- ▲ Judging professional and academic contests related to the College's mission
- ▲ Sponsoring and advising student organizations
- ▲ Administrative duties and committee work on behalf of the university and its units
- ▲ Recruitment of students and engaging in promotional activities
- ▲ Receipt of service awards, honors and grants

- ▲ Community service for the public good · editorial activities for journals
- ▲ Writing reviews on instructional materials

#### **D. TEAMWORK**

Teamwork is an important element of the Department's success. Working together collectively provides the cohesiveness necessary for accomplishing Department goals. Consider the following:

- ▲ Attend and participate in Section and Department meetings
- ▲ Pattern and degree of cooperation
- ▲ Style of working with others
- ▲ Dependability in carrying out shared commitments
- ▲ Contributions to departmental matters
- ▲ Facilitation of work effectiveness of others
- ▲ Volunteering to work on projects
- ▲ Work & reports done
- ▲ Contributions in departmental meetings
- ▲ Sharing information
- ▲ Extent valued by others as fellow members of work groups, committees, or task forces

## IX. CHRONIC LOW ACHIEVEMENT

The Aviation Department *Procedures for Faculty Appointment, Evaluation, Tenure, and Promotion* is explicit in pointing out professional performance characteristics for tenured and tenure-track faculty appointed to professional ranks in the department. This section of the document sets forth minimum performance standards in the areas of teaching, scholarly activities and creative endeavors, service and teamwork.

The basis for establishing minimum productivity standards is contained in Sections C31.5 - C31.8 of the *University Handbook, Kansas State University* and applicable Board of Regents policies and procedures.

### Suggested Performance Criteria

- |   |                                    |
|---|------------------------------------|
| 5 | Excels                             |
| 4 | Exceeds minimum expectations       |
| 3 | Meets minimum expectations         |
| 2 | Marginally meets expectations      |
| 1 | Fails to meet minimum expectations |

### A. MINIMUM ACCEPTABLE LEVELS OF PRODUCTIVITY

#### 1. Teaching

For the period under review

1. Faculty will provide instruction appropriate to fulfill the needs of the department.
2. Faculty will provide students with the following information for each course taught:
  - a. The aims or purposes of the course.
  - b. How the course will be organized. (This will include the course syllabus.)
  - c. How the students will be evaluated. (This will be in writing.)
  - d. University disability policy.
  - e. University honor statement.
3. Faculty will meet regularly scheduled classes except for:
  - a. Illness, accident or attendance at professional meetings (in cases when it is known in advance, the faculty member will make arrangements for alternative coverage of the class).
  - b. Occasional times when other forms of instruction are scheduled during, or in lieu of, class time; for example field trips, class projects, laboratory activities, library research, supervised internships and COOP activities, and other *events* appropriate to the purpose of the course.
4. Faculty will hold regularly scheduled office hours.
5. Faculty will arrange for student evaluation of teaching according to departmental and university policy.
6. Faculty will engage in appropriate course development and self-improvement activities.

#### 2. Scholarly Activities and Creative Endeavors

For the period under review faculty are expected to engage in scholarly activities. The extent and nature of this activity is to be determined by the faculty member in consultation with the

Department Head and the section head during the annual goal setting process as listed in Section VIII of this document.

Appropriate activities include those listed in Sections III and VIII of this document or others as agreed upon by the parties listed above.

### 3. Service

For the period under review faculty are expected to engage in departmental, college, university, or professional service. The extent and nature of this activity is to be determined by the faculty member in consultation with the Department Head and the section head during the annual goal setting process discussed in Section VIII of this document.

Appropriate activities include but are not limited to the following:

1. Service activities as referenced in Sections II and VIII of this document.
2. Other activities as determined by the parties listed above.

### 4. Teamwork

For the period under review faculty are expected to work with other members of the department to build the cohesiveness necessary for accomplishing department goals. The extent and nature of this activity is to be determined by the faculty member in consultation with the Department Head and the section head during the annual goal setting process as listed in Section VIII of this document.

Appropriate activities include those listed in Sections III and VIII of this document or others as agreed upon by the parties listed above.

## **B. Chronic Low Achievement Standards**

### 1. Teaching

The judgment that minimum expectations are not being met in teaching is a complex process and must be arrived at carefully. It is expected that multiple sources of information will be used to make this determination. To arrive at such a determination there must be a documented history of failure in areas pertaining to teaching. Among the indicators are those listed below:

1. Failing to meet the course administrative standards listed in the Teaching section of the Minimum Acceptable Levels of Productivity.
2. Low scores on standardized instruments used to evaluate teaching. To establish a base line an average raw composite score for all classes of 2 on the TEVAL instrument is considered to be below minimum expectations.
3. A lengthy history of negative peer reviews of teaching performance and course supporting materials such as course syllabi, class and lab handouts, tests, etc.

### 2. Scholarly Activities and Creative Endeavors

One consideration for low achievement in scholarly activities is a failure to maintain and upgrade the technical knowledge and skills that pertain to the delivery of effective and up-to-date classroom instruction. Failing to meet minimal acceptable level of performance is also

indicated by a failure to meaningfully engage in professional development activities of the type indicated in Sections III and VIII of this document.

3. Service

Falling below minimal acceptable levels of performance in service is indicated by a failure to perform service activities of the type indicated in Sections II and VIII of this document that are vital to the functioning of the department, college and university.

4. Teamwork

Failing to meet the minimal acceptable levels of performance in teamwork is characterized by a breakdown in collegiality and the activities of the type indicated in Sections II and VIII of this document that are vital to the functioning of the department, college and university.

**C. Dismissal Under the Provisions of Section C31.5**

Section C31.5 has provisions for dismissing a tenured faculty member in instances where there has been a chronic failure of the faculty member to perform his or her professional duties. The decision to award tenure is not taken lightly, therefore the decision to revoke tenure must receive equal weight.

The decision to dismiss under C31.5 is based on two successive evaluations or a total of three evaluations in any five-year period in which minimum expectations are not met. When the Department Head has determined that a faculty member has not met minimum standards of productivity in teaching, scholarship and service he or she must inform the faculty member in writing and make recommendations for correction as required by section C31.5. In addition the Department Head must ensure that he or she has utilized any assistance needed as noted in section C31.7.

With the faculty member's agreement, the Department Head will establish a peer mentoring committee consisting of eligible faculty from the department to assist the faculty member with the required improvements.

When it has been determined a faculty member failed to respond to required improvements as referenced in section C31.5, the Department Head will initiate the following actions:

1. Unless the faculty member requests otherwise, the Department Head will constitute a peer review committee consisting of not less than three faculty members, at least one of which will be from the same professional discipline as the affected faculty member. In the event there are no other members from the same professional discipline in the department, the faculty member can request one committee member be from his or her professional discipline.
2. The peer review committee will review the documentation pertaining to the allegations of chronic failure and solicit comments from other eligible faculty. Following the peer review, the committee will submit a report to the Department Head with its recommendation. In any event, the findings of the peer review committee

along with the Department Head's suggested course of action will be forwarded to the Dean as per C31.5.

## APPENDIX A

### Promotion and Tenure Documentation Required by Kansas State University

(Available electronically at: <http://www.ksu.edu/academicservices/forms/promotio.html>)

- I. Cover Sheet
  - A. Recommendation by the Dean (to be completed by the Dean)
  - B. Recommendation by the Department Head (to be completed by the Dept. Head)
- II. Description of Responsibilities During Evaluation Period
- III. Statement by Candidate
  - A. Candidate's statement of accomplishments (one page summary of why a candidate feels he/she should be promoted/tenured)
  - B. Candidates statement of five-year goals (one page summary of candidate's goals)
- IV. Teaching (a one page summary for each)
  - A. Statement of activities (classes taught, student advisement, etc.)
  - B. Evidence of instructional quality (student ratings, peer evaluations, evaluation of advisement, etc.)
  - C. Other evidence of scholarship and creativity that promote excellence in instruction (multimedia presentations, computer-aided instruction, papers published or presented)
- V. Scholarship and Other Creative Endeavors
  - A. One page statement
  - B. Listing of publications and creative achievements
  - C. List of grants and contracts
- VI. Service contributions (two page summary)
- VII. Cooperative Extension
- VIII. External letters of evaluation
- IX. Other Summary Information Considered Pertinent by the College
- X. Supporting Documents
  - A. Teaching Evaluations (last three years)
  - B. Reprints and/or Manuscripts
  - C. Other Materials
  - D. Detailed Curriculum Vitae



**DESCRIPTION OF RESPONSIBILITIES DURING EVALUATION PERIOD**

**SECTION II**

(To be filled out by the Department Head)

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

\_\_\_\_\_  
Department Head's Signature                      Date

**STATEMENT BY CANDIDATE**  
**SECTION III-A**

---

Statement of Candidate Accomplishments

---

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

---

**STATEMENT BY CANDIDATE**  
**SECTION III-B**

---

Statement of Five-Year Goals

---

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

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**SUMMARY OF CANDIDATE'S INSTRUCTIONAL QUALITY**  
**SECTION IV-A**

---

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

---

**SUMMARY OF CANDIDATE'S INSTRUCTIONAL QUALITY**  
**SECTION IV-B**

---

Instructions: Candidate is to provide evidence of instructional quality such as student ratings, peer evaluations, evaluation of advisement, outcomes of instructional projects directed, awards, etc. Summary is limited to the space provided below.

---

**OTHER EVIDENCE OF SCHOLARSHIP AND CREATIVITY IN INSTRUCTION**  
**SECTION IV-C**

---

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

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**SCHOLARSHIP AND OTHER CREATIVE ACTIVITIES**  
**SECTION V-A**

---

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

---

**SCHOLARSHIP AND OTHER CREATIVE ACTIVITIES**  
**SECTION V-B**

---

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

---

**SCHOLARSHIP AND OTHER CREATIVE ACTIVITIES**  
**SECTION V-C**

---

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

---

**SERVICE CONTRIBUTIONS**  
**SECTION VI**

---

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

---

**COOPERTATIVE EXTENSION**  
**SECTION VII**

---

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

---

**APPENDIX B-1**

**Ballot for Promotion**

\_\_\_\_\_ should be promoted to the rank of \_\_\_\_\_.

Please mark your recommendation from the following list. Your comments will be appreciated.  
(Note that "abstain" vote is considered as a negative vote.)

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Abstain

**APPENDIX B-2**

**Ballot for Tenure**

\_\_\_\_\_ should be awarded tenure.

Please mark your recommendation from the following list. Your comments will be appreciated.  
(Note that an "abstain" vote is considered as a negative vote.)

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Abstain

**APPENDIX B-3**

**Ballot for Reappointment**

\_\_\_\_\_ should be reappointed for \_\_\_\_\_.

Please mark your recommendation from the following list. Your comments will be appreciated.  
(Note that an "abstain" vote is considered as a negative vote.)

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Abstain

**APPENDIX C-1  
TIME TABLES**

**A. PROMOTION AND TENURE**

<i>Date by which action must be completed</i>	<i>Action</i>
First week of Fall Semester*	<ul style="list-style-type: none"> <li>♦ The Department Head informs the candidates who are in the final year of the probationary period of their responsibilities in preparing for the tenure decision.</li> </ul>
September 15*	<ul style="list-style-type: none"> <li>♦ Nominations and written requests for early tenure and for promotion due in Departments Head's office.</li> </ul>
September*	<ul style="list-style-type: none"> <li>♦ If candidate chooses, present a Departmental Colloquium.</li> <li>♦ Department Head solicits letters from outside reviewers.</li> </ul>
September/early October	<ul style="list-style-type: none"> <li>♦ Candidates prepare materials.</li> </ul>
Second week in October*	<ul style="list-style-type: none"> <li>♦ Candidate's materials made available for faculty inspection (14 calendar days).</li> </ul>
Fourth week in October*	<ul style="list-style-type: none"> <li>♦ Faculty meet to discuss the candidate. Faculty may ask to meet candidate.</li> <li>♦ Faculty submit votes.</li> </ul>
Monday of second week in November	<ul style="list-style-type: none"> <li>♦ Department Head sends recommendations to the Dean and reports to the candidate and faculty.</li> <li>♦ The Dean sends materials and summary sheet to the Dean's Council for review.</li> </ul>
Second week in December	<ul style="list-style-type: none"> <li>♦ Dean notifies candidate and Department Head of his recommendation.</li> <li>♦ Dean submits recommendation and materials to Deans Council.</li> </ul>
February	<ul style="list-style-type: none"> <li>♦ Dean's Council notifies Dean, Department Head and candidate if recommendation differs from that of the college.</li> </ul>
Third week of February	<ul style="list-style-type: none"> <li>♦ Provost forwards recommendation to President.</li> </ul>
Early March	<ul style="list-style-type: none"> <li>♦ Dean informs candidate of decision</li> </ul>

\*These dates are established by the Department; all others, by the University Administration.

**APPENDIX C-2  
TIME TABLES**

**B. MID-PROBATIONARY REVIEW\***

<i>Date by which action must be completed</i>	<i>Action</i>
First week of Fall Semester	♦ The Department Head informs the candidate of his/her responsibilities.
Fall Semester	♦ The Candidate prepares materials
January 15	♦ The Candidate submits materials to the Department Head. Those materials become available for faculty inspection.
February 15	♦ If the candidate chooses, present Departmental Colloquium.
End of February	♦ The faculty meets to discuss the candidate. Faculty votes.
March 15	♦ The Department Head informs the candidate of his/her recommendation.
End of third week in March Last Friday in March	♦ Appeals must be resolved.
Last Friday in March	♦ The Department Head forwards the recommendation to the Dean.

\*This schedule is established by the Department, but seeks to be coordinated with the other Departments in the College of Technology and Aviation.

**APPENDIX C-3  
TIME TABLES**

**C. ANNUAL EVALUATION**


<i>Date by which action must be completed</i>	<i>Action</i>
December 15*	♦ Faculty members submit goals and supporting information and documentation for the evaluation process to the Department Head.
First week of Spring Semester	♦ Faculty members provide peer evaluation and input to the Department Head.
Late January/First week of February	♦ Department Head reviews annual evaluations with each unclassified employee
Mid-February	♦ Department Head forwards signed evaluations to Dean

\*This date is established by the Department; all others, by the College.

**DEPARTMENT OF AVIATION**  
**COLLEGE OF TECHNOLOGY AND AVIATION**  
**KANSAS STATE UNIVERSITY AT SALINA**


**POLICY STATEMENT CONCERNING:**

**PROFESSORIAL PERFORMANCE AWARD**  
(Approved by electronic faculty vote May 23, 2006)

  
\_\_\_\_\_

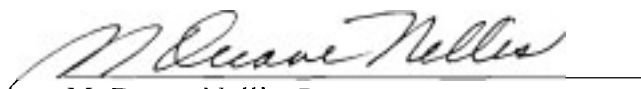
Marlon W. Johnston, Department Head

05/30/06  
Date

  
\_\_\_\_\_

Dennis K. Kuhlman, Dean

6/2/06  
Date

  
\_\_\_\_\_

M. Duane Nellis, Provost

6/28/06  
Date

# Kansas State University Department of Aviation

## Professorial Performance Award

The Professorial Performance Award (PPA) is in recognition of continued exemplary performance of full professors and rewards this strong performance with a base salary increase in addition to that provided for by the annual evaluation process. It is not a form of promotion review nor does it create a “senior” professoriate. The PPA is not a right accorded to every faculty member at the rank of Professor; nor granted simply as a result of a candidate’s routinely meeting assigned duties with a record free of notable deficiencies.

### Eligibility

University eligibility for the Professorial Performance Award is outlined in sections C49.1 through C49.14 of the *University Handbook*.

### Procedures

Departmental guidelines applicable to this award shall be referenced. However, all subscribed departmental procedural delineations for this award shall be superseded by the *University Handbook*.

1. Evaluation timeline shall be consistent with the annual review process as specified in the current Department of Aviation *Policy Statement Concerning: Annual Evaluations, Promotion and Tenure, and Chronic Low achievement.*
2. The candidate shall prepare and submit written documentation consistent with guidelines established for promotion to professor as defined in the current Department of Aviation *Policy Statement Concerning: Annual Evaluations, Promotion and Tenure, and Chronic Low achievement.*
3. The award shall be endorsed through use of secret ballot by a majority vote of the tenured and tenure-track faculty in the department.

### Criteria

Candidates shall show evidence of continued fulfillment of those requirements for promotion to the rank of professor as stated in the current Department of Aviation *Policy Statement Concerning: Annual Evaluations, Promotion and Tenure, and Chronic Low achievement.* The candidate must be a full-time professor and have been in rank at least six years since the last promotion or professorial performance award and must show evidence of sustained productivity in at least the last six years before the performance review; and the productivity and performance must be of a quality comparable to that which would merit promotion to professor. Sustained productivity should consist of several major accomplishments, but is not limited to the following:

1. Nationally/Internationally recognized officer or serving member of national/professional organization.
2. Received National/International achievement in major discipline.
3. Still actively teaching.
4. Exhibit exemplary characteristics of an effective faculty member in scholarship and/or creative endeavors.
5. Committee service.
6. Presented multiple times before National/International organizations.
7. Published multiple times in National/International publications.
8. Actively pursuing education that expands knowledge base, i.e. Ph.D., Ed.D., or industry recognized equivalent with a comparable number Continuing Education Units.