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│                  MINUTES                      │
│   Kansas State University Faculty Senate Meeting │
│       Tuesday, June 14, 2005  3:30 pm         │
│         K-State Union, Big 12 Room            │
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Present: Adams, Alloway, Anderson, Arck, Baker, Behnke, Bontrager, Brigham, Burns, Cauble, G. Clark, R. Clark, Clegg, DeLuccie, Erickson, Fairchild, Fritz, Gehrt, Grauer, Greene, Guzek, Haub, Herald, Hoag, Hohenbary, Hosni, Kearns, Knapp, Lehew, Leitnaker, Lovely, Lynch, Michie, Moore, Oberst, Prince, Ransom, Rolley, Roozeboom, Ross, Rys, Schultz, Schumm, Shultis, Spears, Spikes, Spooner, Stadtlander, Stockham, Turtle, Warner, and Wilkie

Absent: Bhadriraju, Brockway, Collins, Devore, Dhuyvetter, Dodd, Eiselein, Gormely, Hamilton, Hedrick, Higgins, Johnston, Lee, Maes, McHaney, Nichols, Pacey, Rahman, Reeck, Rietcheck, Simon, Smith, Staggenborg, Stewart, Stokes, Thompson, and Turnley

Proxies: Blythe, Cox, Holcombe, Maatta, Martin, Nagaraja, Rintoul, Sachs, Shubert, Trussell, Verschelden, Willbrant, and Yahnke

Visitors: Al Cochran, Steve Smethers, Charles Pearce, Mark Parillo, Dave Stone, Helene Marcoux, David Allen, and Joe Aistrup

I.   President Tom Herald called the meeting to order at 3:30 p.m.

II.   The minutes of the May 10, 2005 meeting were approved as corrected. Under III.B.1. "Department of Clinical Sciences" should replace the "College of Veterinary Medicine." Also, at the end of III.B.5. add: "and improved indexing for the print version."

III.   Reports from Standing Committees

    A. Academic Affairs Committee – Alice Trussell

        1. Course and Curriculum Changes

            a. Undergraduate Education
                1. Senator Fred Fairchild moved to approve undergraduate course and curriculum changes approved by the College of Technology and Aviation April 12, 2005:

                Curriculum changes to:
                Bachelor of Science in Aeronautical Technology Professional Pilot *
                Associate of Technology in Professional Pilot Degree *
                Associate of Science Degree in Applied Business, Communications area *
                Associate of Technology Degree in Engineering Technology, Web Development Technology Option *
                *See white sheets for further details.

CHANGE:	CMST 310
BUS 315	CMST 315
CMST 101	CMST 334
CMST 102	CMST 341
CMST 103	CMST 347
CMST 104	CMST 350
CMST 108	CMST 362
CMST 130	CMST 363
CMST 135	CMST 370
CMST 180	CMST 410
CMST 210	CMST 412
CMST 245	CMST 420
CMST 247	CMST 445
CMST 250	CMST 460
CMST 302	CMST 462

ADD:	DROP:
CMST 137	CET 110
PPIL 240	CET 140
	CET 240
	CET 230
	CET 234
	CET 235
	CET 020
	MET 020
	ECET 020

Motion carried.

2. Senator Fairchild moved to approve undergraduate course and curriculum changes approved by the College of Arts and Sciences April 14, 2005:

ADD:
East Asian Studies Minor (Interdisciplinary)

Rationale: The East Asian Studies minor program is designed to provide students with a knowledge of and appreciation for East Asia's history, culture, economy and natural environment. Though only 8.8 percent of the world's land area, East Asian accounts for about a quarter of humanity. It is not only a land of ancient cultures, fascinating peoples, and overwhelming natural beauty, but also a region that is undergoing dramatic cultural, economic and social changes. Many aspects of East Asia's culture, economy, and history have long been subjects of academic inquiries. Establishing an interdisciplinary East Asian Studies minor at K-State will afford students an opportunity to acquire the knowledge and language skills needed not only to understand this increasingly important region of the world but also to play a role in strengthening the ties between the United States and East Asian countries such as Japan and China.

The East Asian Studies minor will be offered in the College of Arts and Sciences, though faculty from other colleges may participate and offer related courses that contribute to the mission of the program. Eighteen East Asia-related courses already exist in the Departments of Economics, Geography, History, Modern Languages, and Political Science. They will form the basis for this interdisciplinary minor. The faculty of the minor program is committed to develop the new courses to expand the course offerings.

CHANGE:
English Language Program
Curriculum changes to the American Language and Culture Certificate Program to allow both undergraduate *and* graduate students to participate in this certificate program.

Dean of Arts and Sciences
CHANGE: ADD:
DAS 186   DAS 167

School of Journalism and Mass Communications
CHANGE:
MC 195 (295)
MC 111 (300)
MC 210 (310)
MC 120 (320)
MC 180 (325)
MC 165 (365)
MC 200 (400)
MC 211 (410)
MC 221 (420)

MC 331 (430)
MC 241 (440)
MC 280 (445)
MC 461. Web Techniques (~~465. Intermediate Web Communication~~)
MC 276 (475)
MC 385 (484)
MC 300 (500)
MC 306. Audio News Production (~~505. Electronic News Reporting~~)
MC 411 (510)
MC 316 (515)
MC 421 (520)
MC 423 (522)
MC 531 (530)
MC 416 (535)
MC 341 (540)
MC 446 (545)
MC 491 (550)
MC 456 (555)
MC 501 (560)
MC 466 (565)
MC 471 (570)
MC 481 (580)
MC 406 (585)
MC 400 (590)
MC 396 (595)

DROP:
MC 305
MC 490

ADD:
MC 251
MC 593

NAME CHANGE TO AN OPTION:
CHANGE:
From: ~~Radio Television~~   To: Electronic Media

Curriculum changes to the Electronic Media option. See white sheets for details.

Division of Biology
CHANGE:
BIOL 340
BIOL 433

NAME CHANGE TO A MAJOR:
CHANGE:
From: ~~Fisheries and Wildlife biology~~ To: Fisheries, wildlife, and conservation biology

Curriculum changes to the Fisheries, wildlife, and conservation biology major. See pages 26-27 of white sheets for details.

Name changes to options under the Fisheries, wildlife, and conservation biology major:
CHANGE:
From: ~~Fisheries biology option~~   To: Fisheries ecology and management option
From: ~~Wildlife biology option~~   To: Wildlife ecology and management option
From: ~~Natural history option~~   To: Biodiversity and conservation biology option

3

Department of Kinesiology
CHANGE:
KIN 310 (250)

Department of Mathematics
CHANGE:
MATH 500
MATH 501

Department of Modern Languages
ADD:
JAPAN 391

Motion carried.

3. Senator Fairchild moved to approve undergraduate course and curriculum changes approved by the College of Architecture, Planning and Design April 14, 2005:

    Department of Landscape Architecture
    CHANGE: ADD:
    LAR 444   LAR 010

    Motion carried.

4. Senator Fairchild moved to approve undergraduate course and curriculum changes approved by the College of Education April 26, 2005:

    Curriculum changes to Social Studies core courses to require that all individuals seeking a 6-12 Social Studies licensure obtain a grade of "C" or better in all "core" (i.e., non-elective) course work in order to be eligible for student teacher placement.

    Motion carried.

5. Senator Fairchild moved to approve undergraduate course and curriculum changes approved by the College of Business Administration March 30, 2005:

    Changes to Certificate of International Business (CIB). See pages 6-8 of white sheets for details.

    Motion carried.

6. Senator Fairchild moved to approve undergraduate course and curriculum changes approved by the College of Technology and Aviation May 3, 2005:

    Curriculum changes to the Bachelor of Science Degree in Engineering Technology, Mechanical Engineering Technology Option. (ETB-MT). See white sheets for details.

    Motion carried.

7. Senator Fairchild moved to approve undergraduate course and curriculum changes approved by the College of Human Ecology May 6, 2005:

    Department of Apparel, Textiles, and Interior Design
    CHANGE:
    AT 576 (475) Principles of Buying

    Curriculum changes to the Bachelor of Science in Apparel and Textiles.

School of Family Studies and Human Services
Curriculum: Personal Financial Planning
Changes to the Bachelor of Science in Family Studies and Human Services. Page 219, K-State Undergraduate Catalog, 2004-2006. See page 7 of white sheets for details.

Curriculum: Family Life and Community Services
Changes to the Bachelor of Science in Family Studies and Human Services. Pages 218-219, K-State Undergraduate Catalog, 2004-2006. See page 7 of white sheets for details.

Department of Hotel, Restaurant, Institutional Management and Dietetics
CHANGE:
HRIMD 220
HRIMD 341
HRIMD 342
HRIMD 422
HRIMD 221
HRIMD 441
HRIMD 442
HRIMD 475
HRIMD 515
HRIMD 520
HRIMD 521

Curriculum changes to the Bachelor of Science in Hotel and Restaurant Management.

C*ollege of Human Ecology Dean's Office/ General Human Ecology*
DROP:
B.S. in Human Ecology and Mass Communications
Pages 223-224, K-State Undergraduate Catalog 2004-2006

Motion carried.

b.   Graduate Education
   1. Senator Fairchild moved to approve graduate course and curriculum changes approved by the Graduate Council May 3, 2005:

CHANGE:
BIOL 612 Freshwater Ecology
BIOL 642 (585) Principles of Conservation Biology
BIOL 684 Wildlife Management and Techniques
BIOL 696 Fisheries Management
BIOL 730 General Virology
BIOL 822 Landscape Ecology
BIOL 828 Advanced Topics in Conservation Biology
FINAN 665 Intermediate Finance
FINAN 675 Cases in Finance
LAR 645 Professional Internship Report
LAR 648 Landscape Architecture Design Studio VI
LAR 655 Landscape Architecture Professional Internship
MANGT 652 Application of Theory of Constraints
MATH 852 Functional Analysis I
MATH 853 Functional Analysis II
MC 426 (615) Magazine Article Writing
MC 436 (620) Magazine Production
MC 480 (635) Public Relations Techniques
MC 561 (660) Global Culture and the Internet
MC 685 Media Management
MKTG 690 Marketing Management

DROP:
BIOL 685 Wildlife Management Techniques
BIOL 719 Biomembranes
LAR 656 Landscape Architecture Internship
MC 650 Newspaper Management
STAT 916 Nonparametric Theory and Robustness
STAT 925 Computational Statistics

ADD:
BIOL 640 Population Biology
HIST 812 Foundations of Security Studies
HIST 815 Research Design and Methodology in Security Studies
HIST 850 History and Security: East Asia
HIST 851 History and Security: Latin America
HIST 852 History and Security: the Middle East
HIST 853 History and Security: Russia/Central Asia
HIST 911 Historical Approaches to Security
HIST 912 Historical Methods in Security Studies
LAR 610 Landscape Architecture Field Trip
LAR 742 Topics in Italian Landscape Architecture
MATH 812 Homological Algebra I
MATH 813 Homological Algebra II
MATH 814 Lie Algebras and Representations I
MATH 815 Lie Algebras and Representations II
MATH 816 Algebraic Geometry I
MATH 817 Algebraic Geometry II
MATH 818 Introduction to Algebraic Groups I
MATH 819 Introduction to Algebraic Groups II
MATH 823 Geometric Function and Measure Theory I
MATH 824 Geometric Function and Measure Theory II
MATH 827 Classical and Modern Fourier Analysis I
MATH 828 Classical and Modern Fourier Analysis II
MATH 857 Nonlinear Analysis I
MATH 858 Nonlinear Analysis II
MATH 877 Classical and Quantum General Relativity
MATH 890 Riemann Surfaces
MUSIC 603 Percussion Pedagogy Workshop
POLSC 812 Foundations of Security Studies
POLSC 813 International Security
POLSC 814 Terrorism and Transnational Security Issues
POLSC 815 Research Design and Methodology in Security Studies
POLSC 900 Advanced Research Methods I
POLSC 901 Advanced Research Methods II

Motion carried.

Senator Fairchild moved to approve the curriculum name change:
CURRICULUM
NAME CHANGE -
College of Education
M.S. in College Student Personnel Work, Advising Option (~~Counseling~~ Option)

Motion passed.

NEW
Senator Fairchild moved to approve the following:
College of Education
M.S. in College Student Personnel Work, Student Services in Intercollegiate Athletics Option

Motion carried.

Senator Fairchild moved to approve the new curriculums in the College of Arts & Sciences:
College of Arts & Sciences, Departments of History and Political Science
M.A. in Security Studies – **Attachment 1**
Ph.D. in Security Studies – **Attachment 2**

Motion carried.

   c. General Education - none

  2. Senator Fairchild moved to approve additions to graduation lists.
    a. <u>Spring 2000</u>
      Jesse H. Winn II, Arts and Sciences, BS in Anthropology

      Motion carried.

  3. Honor System – **Attachment 3**
    Senator Fairchild moved to approve the proposed change to Article X, Honor System Constitution. Motion carried. Phillip Anderson introduced David Allen, Assistant Professor, College of Education, as the new Director of the Honor System.

B. Faculty Affairs Committee – Frank Spikes

  1. College of Veterinary Medicine Clinical Track Faculty position – **Attachment 4**
  Senator Frank Spikes moved to approve the Clinical-Track/Clinical Educator Faculty Position proposed by the Department of Clinical Sciences. Senator Cauble inquired on the precedence this may set for the rest of the university. Dr. Grauer, Clinical Sciences Department Head, addressed her concerns by explaining that there is no intent to make this a university-wide type of position. Past-president Spears mentioned that this clinical services position is much different than the Teaching Scholar, non-tenured type appointment that was discussed in previous years. Dr. Grauer indicated that similar appointments are made on a regular basis at other colleges of Veterinary Medicine. Many of their applicants are not interested in tenure-track positions, but rather focus on pure clinical work. The intent is to hire full-time individuals but part-time would also be considered as needed within the unit. Senator Ransom asked about internal promotion and review policies. Dr. Grauer indicated that this policy would stand on its own and not require additional review of their promotion and review policies. Senator Shultis asked about the possibility of a person holding a clinical position for several years then having an interest in a tenure track position. Dr Grauer indicated that it would be quite unusual but not prohibited in the policy. The intent is to hire people that have a desire to teach with regard to their clinical services activities. The Clinical Sciences faculty does not generally have courses of their own, but rather teach for a block of time on particular topics under an umbrella course. A typical faculty member will have a 50% clinical service/teaching assignment, where the proposed position will have about 80% clinical service/teaching assignment. The tenure-track faculty will be most likely to serve as course coordinators, but not exclusively.

  Motion passed.

C. Faculty Senate Committee on University Planning - Walter Schumm
  Senator Walter Schumm reported that the committee has not met but he has recently been elected the chair. There will be a briefing about the proposed parking garage for the Faculty Senate Leadership Council. Senator Cauble requested that Senator Schumm investigate whether or not Mercy Hospital employees will continue to be allowed to park in the Bramlage parking lot in light of the increase in parking fees.

D. Faculty Senate Committee on Technology – Tweed Ross
  President Herald announced that a chair for this committee will be selected soon.

IV. Announcements

A. Faculty Senate Leadership Council - **Attachment 5**
  President Herald announced that Al Cochran was selected for the Assistant Provost position and congratulated him. Liz Boyle has agreed to serve as the Chair of the General Grievance Board. Six projects have been funded

for Targeted Excellence next year and details of each project are included on the Provost web page: http://www.ksu.edu/provost/planning/targetexc/round2.htm.

B. Kansas Board of Regents Meeting - **Attachment 5**
    See the attachment. The Board will be voting on the dependent/spouse dependent tuition program at the June meeting. President Herald introduced Senator Stockham, chair of the committee, to develop detailed implementation procedures for administration of this new program.

C. Report from Student Senate
    Senator Lovely reported that Student Senate has not met since school was out. In light of the State Supreme Court K-12 funding decision, the students are speaking with the Board of Regents to ensure that the University is not negatively impacted by this court decision.

D. Other - none

V.   Old Business - none

VI.   New Business

A. Outstanding K-State Professors

    President Herald announced that the professors who will be honored are: Paul Seib, Agriculture; Brian Spooner, Biology; Bob Shoop, Education; Yacoub Najjar, Engineering; Tony Jurich, Human Ecology; and Patricia Ackerman, Technology and Aviation.

VII.   For the Good of the University
        Senator Michie requested that something be done about the recent onslaught of e-mail spam.

VIII.   The meeting was adjourned at 4:20 p.m.

ATTACHMENT 1
M.A. in Security Studies

This is a rigorous, interdisciplinary program intended for career professionals in the military and international affairs. It will be a professional degree providing a broad, analytical perspective on security issues. Coursework will concentrate on issues of strategy, politics, economics, and society from both historical and social science perspectives. Although this is a professional MA, its focus will be on issues complementing those emphasized in the military's professional training.

- **Course requirements**

Course requirements will consist of 30 hours of graduate-level work, up to 12 hours of which may be transfer credit from other graduate-level work. The masters program's admissions committee will evaluate the suitability of transfer credits. The remaining hours will consist of 18 hours of required courses and additional graduate-level electives as needed to total 30 hours.

1. Required: Fundamentals of Security (3 hours)--HIST 812 / POLSC 812
   This course will introduce students to major themes covered in the new MA. It is designed to provide students with foundations for the MA's four core courses. It must be completed before enrolling in the core courses, typically in the summer before beginning the program proper. Its content will be largely the same from year to year, though individual instructors may tailor it to some degree. Students will read key texts on international security, military history, and strategy, as well as works on the theory and research practice of history and political science. They will write essays on the assigned readings, participate in on-line synchronous and asynchronous discussions, and compose a final paper or take a final exam on the issues raised by the course.

2. Required: History and Security of Pivotal Regions (6 hours)
   Students will take at least two courses on the history of regions of central importance to international affairs. These courses may focus on East Asia (Hist 850), Latin America (Hist 851), the Middle East (Hist 852), Russia and Central Asia (Hist 853), or Sub-Saharan Africa.

3. Required: International Security and Transnational Security (6 hours)--POLSC 813 and 814
   Political Science will offer two courses. "International Security" will focus on traditional issues of the causes of war, deterrence, the relevance/role of international institutions, arms proliferation, the politics of international intervention, and conflict resolution. The second, "Terrorism and Transnational Security," will cover security issues that have been given increasing emphasis over recent years. Examples include the unique context of security problems in the developing world, demographic developments and internal/external conflict, environmental issues and their relation to security, economic globalization and security, post-conflict reconstruction, and humanitarian emergencies.

4. Required: Capstone Research Course (3 hours) HIST 815 / POLSC 815
   The capstone course will allow students to synthesize knowledge acquired in the core and other MA courses. In the first third of the course, students will review basic readings on research design and methodology from the disciplines of history and political science introduced in the core courses. They will provide response essays on the readings and participate in synchronous and asynchronous discussions of the works with classmates and the instructor. The remaining two-thirds of the course will be devoted to the production of a publishable quality research paper of roughly 30-35 pages in length.

- **Course delivery and flexible scheduling**

The new MA degree is designed with maximum flexibility in its course offerings, and is intended to be attainable within one calendar year of full-time study while maintaining academic standards in accord with existing MA degrees in History and Political Science. It will make maximum use of web-based, evening, and summer courses to provide this flexibility.

- **Committees**

Each student will be supervised by a master's committee consisting of three members of the Security Studies graduate faculty. As in any graduate program, adjunct professors are eligible to serve on committees.

EFFECTIVE DATE: Fall 2006

ATTACHMENT 2
Ph.D. in Security Studies

This is a rigorous, interdisciplinary program intended to prepare its students for careers in research, teaching, and security and international affairs through a broad exploration of social science and historical methodologies as well as topics relating to security issues. Many students will already have a Master of Arts in Security Studies from Kansas State University, but this is not required. Students with other relevant masters degrees may apply to the Ph.D program directly.

Ph.D coursework

The Ph.D degree will require 90 hours of course work. Up to 30 hours from a previous masters degree may be counted towards these 90 hours. The Ph.D committee will judge the suitability and applicability of the previous credits. An additional 30 hours of those 90 will be research hours towards the dissertation. The remaining coursework to reach the total of 90 hours will include 15 hours of required courses. The required courses consist of:

1. The Historical Research Sequence. This sequence consists of two courses of three hours each. The first (Hist 911) will study various approaches to the history of security, international relations, and military affairs. The second will be a methodology course in the theory and concrete practice of historical research in security studies (Hist 912).

2. The Political Research Sequence. This sequence also consists of two courses. The first, Research Design and Qualitative Methods (Poli Sci 900), focuses on the construction of social science research and the various research design issues students must understand to construct qualitative social science studies. The second course, Quantitative Methods (Poli Sci 901), will introduce students to the statistical tools used by political scientists studying international security issues.

3. The final PhD-level required course must be taken after completing the history and political science two-course research sequences. Each student must complete a directed reading (Hist 985 or Poli Sci 785) with the chair of the student's Ph.D committee. The course is intended to allow the student to hone his or her dissertation topic in one-on-one consultation with the PhD chair.

The other fifteen hours of coursework will be elective courses chosen in consultation with the Ph.D committee to prepare the student for research and teaching in security studies, as well as to help prepare for the Ph.D exams. These electives may be drawn from History, Political Science, or from other disciplines deemed appropriate by the committee.

The intent of the Ph.D coursework is to prepare students for writing the dissertation. Upon completion of the Ph.D coursework students will have the research skills necessary to complete a dissertation-length scholarly study on a well-defined topic developed in consultation with their PhD Chair.

Ph.D comprehensive exams
After completing coursework, the student will take comprehensive exams. Comprehensive exams will consist of two components. Each component will be a take-home written exam to be completed within a specified time limit. The first will be a general field exam consisting of two parts:
  1. The History of International Security.
  2. The Politics of International Security.

The second will be a special field, devised by the student in consultation with his or her committee. The special field can be geographic in focus (post-Soviet states, Africa, or Latin America, for example) or thematic (civil-military relations or arms proliferation, for example). Format of the special field will be determined by the examiner in consultation with the student's Ph.D committee.

An interdisciplinary Exam Committee of Security Studies faculty at KSU will administer the written comprehensive exam. The content of the general field exam will be uniform for each matriculating class of students. After passing the written exam, students will take the oral exam. The oral exam will be administered with live streaming video as needed between KSU and Ft. Leavenworth by the same interdisciplinary Exam Committee that designed and evaluated the written component of the exam. The make-up of the Exam Committee will change annually, as will the content of the written exams. The examination committee will organize repeat exams for those who fail. A second failure will result in dismissal from the program.

Dissertation prospectus defense
Following the completion of the Ph.D coursework, the student will submit a written dissertation prospectus to his/her Ph.D Committee. The Committee will provide written feedback on the prospectus. After the student revises the prospectus, he/she will present and defend it orally to the Committee (via live video streaming if necessary). After completion of comprehensive exams and the completion of an acceptable prospectus, the student officially becomes a Ph.D candidate in the program and commences the dissertation.

Writing the dissertation
The student will research and write the dissertation, consulting with the Ph.D Committee as often as necessary. The dissertation should be a substantial and original contribution to knowledge and scholarship.

Dissertation defense
After completing the dissertation, the student will defend it orally before the Ph.D Committee (again, via live video streaming if necessary).

Submission of dissertation
Upon successful completion of the oral defense, the student will make any additional revisions to the dissertation required by the Ph.D Committee and submit the final version of the dissertation to the Graduate School at KSU.

Ph.D committee
Within their first two semesters in the program, students will choose a Ph.D Committee consisting of at least four members of the KSU Security Studies faculty, including at least one member from History and at least one member from Political Science. As in any graduate program, adjunct professors are eligible to serve on committees. This committee will work with the student to craft an appropriate and feasible dissertation topic and advise the student on suitable coursework and preparation. Students will report to their committee at regular intervals. The Ph.D Committee may require the student to master specific research skills appropriate for the dissertation, including foreign languages or quantitative methods.

EFFECTIVE DATE: Fall 2006

Background
The Kansas State University Honor System Constitution and Bylaws were adopted in Spring 1998. Both the Constitution and the Bylaws can be found at the Honor System website (http://www.ksu.edu/honor), but only the Bylaws are included in the University Handbook (Appendix F). Article X of the Constitution allows revisions of the Bylaws to be made by approval of the Honor Council. As a result, changes have been made to the Honor System Bylaws that were not integrated into the University Handbook.

In an Honor Code violation investigated last summer, it was discovered that two different versions of the Bylaws exist: (1) a regularly updated version maintained at the Honors System website, and (2) the Bylaws passed by Faculty Senate in 1998. In an effort to provide a temporary solution to this problem, the Faculty Senate Executive Committee approved the inclusion of an Interim Policy in October 2004 for inclusion in the University Handbook, with the understanding that more formal changes would be brought forward through Faculty Senate in the ensuing months. These formal changes were placed on the Faculty Senate Agenda in January 2005, but withdrawn because of concerns regarding their substance. President Spears subsequently convened an ad hoc committee to examine the problem. Two issues were identified: (1) a procedural concern regarding what should be placed in the University Handbook and to what extent Faculty Senate should be involved in the revision of the Honor System Bylaws, and (2) substantive concerns with regard to changes that have been made to the Bylaws without Faculty Senate input.

Two approaches for dealing with these problems were discussed. The first was to remove the Bylaws from the University Handbook and replace it with the Honor System Constitution. This would allow Faculty Senate to review any changes made to the Constitution but would not involve it in the more frequent changes made to the Bylaws. The second option was to keep the Bylaws in the University Handbook, but change the Honors System Constitution to require that all changes made to the Bylaws be subject to approval by Faculty Senate. Changes adopted by Faculty Senate are automatically updated in the University Handbook, thus ensuring that the Bylaws published at the Honor System website and in the University Handbook are identical.

Given the level of concern raised with regard to the substance of the current Bylaws, which were amended without Faculty Senate approval but in accordance with the current Honor System Constitution, the proposed change to alter the Constitution to require that all changes to the Bylaws be subject to Faculty Senate approval might seem preferable. On the other hand, it can be argued that such a change would invite more direct Faculty Senate involvement in the Honors System than is desirable.

Proposed Solution
The Ad-Hoc Committee recommends a compromise between these two positions. We propose that the Honors System Constitution be the document that is included in the University Handbook. We further propose that Article X of the Honors System Constitution be revised to: (1) replace the word "Bylaws" with "Investigation and Adjudication Procedures" and (2) allow revisions to the "Investigation and Adjudication Procedures" be made according to the procedures originally outlined for the By-Laws, but that the "Investigation and Adjudication Procedures" document be formally reviewed by Faculty Senate (as well as by the other relevant policy groups) every five years.

A complete copy of the Honor System Constitution can be found at:
 http://www.ksu.edu/honor/honorsystem/index.htm

ARTICLE X: ~~BYLAW REVISIONS~~ *INVESTIGATION AND ADJUDICATION PROCEDURES*
~~Bylaw revisions must be approved by a 2/3 vote of the total Honor Council selected and qualified.~~ *Upon adoption by the Faculty Senate, the Investigation and Adjudication Procedures shall be subject to periodic review by Faculty Senate, Graduate Council, Graduate Student Council, and Student Senate, at 5 year intervals beginning in 2005. Interim revisions to the Investigation and Adjudication Procedures may be made upon approval* by a 2/3 vote of the ~~total~~ Honor Council ~~selected and qualified~~. *The Investigation and Adjudication Procedures must be posted at the Honor System website (http://www.ksu.edu/honor) and updated regularly.*

Clinical-Track/Clinical Educator Faculty Position
Department of Clinical Sciences, Kansas State University
March 1, 2005

OVERVIEW

Introduction:

The following policy and guidelines apply to a group of faculty within the Department of Clinical Sciences whose titles are modified by the word "clinical". This group of faculty will be referred to in this policy as clinical-track faculty however the title "clinical educator" would be equally appropriate.

Rapid advances in theory and practice in veterinary medicine make the practitioner's role more sophisticated and complex compared with years past. This sophistication and complexity result in an expectation that our graduates will have experienced the application of "cutting edge" veterinary medicine. This expectation requires increased faculty supervision and guidance within carefully chosen clinical/professional environments. Flexibility in appointing faculty particularly suited to designing and maintaining clinical service and teaching programs including on-farm service programs will help the Department of Clinical Sciences deliver its clinical education mission and to recruit and retain highly qualified professionals with career goals consistent with the College and University's mission.

The Department of Clinical Sciences may make clinical-track faculty appointments when programmatic needs can best be met by appointing persons whose extensive clinical service and teaching responsibilities would make appointment to a tenure-track position inappropriate. The term 'clinical teaching' in this document is broadly applied to include service and teaching activities that may occur either inside or outside the Veterinary Medical Teaching Hospital (VMTH) environment, e.g., discussions with students that occur in the Teaching Hospital, on farms or ranches, or in an ambulatory truck. The faculty of the Department of Clinical Sciences recognize that the contributions of clinical-track faculty members have become commonplace in veterinary medical education and are essential to our programs and mission. The Department is therefore committed to the establishment of an equitable system of development and promotion for clinical-track faculty. Although the primary responsibilities of these individuals will be clinical service and teaching, there will be an expectation for scholarly achievement suited for the person's position. Faculty members appointed to the clinical-track will be regarded as full members of the faculty with full voting rights on Departmental and College matters. Clinical-track faculty are not eligible for tenure, sabbatical leave, or membership on committees requiring tenure-track appointments. Clinical-track appointments will provide the opportunity for promotion for faculty members who focus on excellence in teaching and clinical service and who serve as outstanding role models to students.

Clinical-track faculty members appointed within the Department of Clinical Sciences are governed by the policies set forth in this document as well as rules and policies applicable to other University non-tenure-track faculty as outlined in the Kansas State University Handbook.

Role of Clinical-Track Faculty:

All clinical-track faculty must devote a significant portion of their time to clinical teaching and providing or overseeing the delivery of professional services for our patients and clients. Teaching students and training house officers (interns and residents) within the Department and VMTH are essential job functions for all faculty (whether tenure-track or clinical-track). Thus, clinical-track faculty are expected to integrate teaching and training with the delivery of their professional services. The use of clinical-track faculty largely to perform clinical service and/or administrative functions with little or no teaching role is inconsistent with this policy. Similarly, it is not appropriate for clinical-track faculty to largely engage in research and scholarship. Individual appointments will be established and reviewed annually in order to take advantage of the faculty person's strengths; however, the standard expectation for clinical-track faculty positions is that 70-80% of effort is devoted to clinical service and teaching, with 10-15% effort directed to didactic and laboratory teaching and 10-15% effort directed towards scholarship and professional and University service.

Type of Appointment:

Clinical-track faculty hold teaching and clinical service positions through which they contribute to the missions of the Department and College of Veterinary Medicine. Clinical-track faculty hold ranks of Assistant Professor, Associate Professor or Professor. Clinical-track faculty are not eligible for tenure. They participate in the faculty governance process as described

below. It is understood that there may be collateral faculty members in the Department, such as visiting or adjunct faculty and temporary clinical instructors, who are not clinical-track faculty and to whom these policies and guidelines may not apply.

Clinical-track faculty hold positions as unclassified employees of the University. These faculty participate in faculty governance as defined by the Department and College, receive the usual unclassified faculty and staff benefits, and undergo annual reviews (merit evaluations) of their performance. Funding to pay the salary and benefits for clinical-track faculty may be from state appropriations, income from grants and contracts, from fees for client services, tuition, or a combination of these sources. Any proposal to increase the number of clinical-track appointments within a department must be recommended by the tenured/tenure-track faculty and clinical-track faculty within the department. In addition, the initial proposal to create a clinical-track within the Department of Clinical Sciences requires the recommendation of the entire CVM faculty. Any proposal to create the initial position must also be approved by the Dean, University Administration, and the Board of Regents.

Terms of Appointment:

Clinical-track faculty are recruited and appointed through the same processes used to hire tenure-track faculty. Clinical-track faculty will receive terms of appointment dependent on their rank:

Assistant Professors will receive one-year annually renewable appointments. After three years a thorough, mid-promotion Departmental/Hospital review will be conducted. This review should take into account the faculty member's demonstrated effectiveness in fulfilling teaching and service missions. It should also include an evaluation of the Departmental, Hospital, and College educational and service goals and the likely future role of the faculty member in achieving those goals.

Associate Professors will receive renewable three-year appointments and Full Professors will receive renewable five-year appointments, subject to available funding in each fiscal year of the appointment. In addition, initial appointments for clinical-track faculty at the Associate and Full Professor levels will be for three and five years, respectively. All clinical-track faculty will be reviewed on an annual basis according to written standards of competence and performance defined by the Department (see DCS Annual Evaluation Document and the attached Guidelines for Clinical-Track Faculty Appointments, Evaluation, Contract Renewal, and Promotion).

Qualifications for Specific Ranks:

The ranks of clinical-track faculty shall be assigned as defined below, and in accordance with University policies.

A.   **Clinical Assistant Professor:** Faculty members must possess a DVM (or equivalent) degree. The qualified candidate must have documented expertise to deliver animal care and/or provide quality clinical services and must be qualified to participate in the teaching programs of the Department and College.

B.   **Clinical Associate Professor:** A faculty member must have board certification in an appropriate specialty or have acquired an advanced degree within a specialty area and must have demonstrated excellence in clinical practice or teaching. Peer recognition is an important aspect of documenting excellence. Faculty at this rank should have earned a state or regional reputation for excellence in clinical service, received acceptable peer reviews of teaching, and have potential for national prominence. In addition, the faculty member must demonstrate evidence of progress toward a record of clinical teaching and/or scholarly productivity beyond clinical service.

C.   **Clinical Professor:** In addition to those expectations for a Clinical Associate Professor, a faculty member must have demonstrated a high level of professional accomplishment in his/her specialty in clinical service or teaching. Faculty at this rank should have achieved sustained peer recognition at the national and/or international level. The faculty member must demonstrate an established record of clinical teaching and/or scholarly productivity beyond clinical service.

Titles: All titles of clinical-track faculty shall contain the term "clinical" as a modifier.

Promotion:

Promotion will normally be considered after five years in rank. The question of promotion of clinical-track faculty may be brought up during any regular promotion cycle. Promotion of clinical-track faculty will follow the similar procedures as for tenure-track faculty (see attached Guidelines for Clinical-Track Faculty Appointments, Evaluation, Contract Renewal, and Promotion).

Faculty Governance:

Clinical-track faculty members will participate in faculty governance processes as defined by the Department of Clinical Sciences, the College, and University Faculty Senate. Clinical-track faculty members have voting rights in College and Departmental matters and elections and may serve on Departmental, College, and University committees unless policies limit membership to tenure-track faculty. The clinical-track faculty member will be listed as a faculty member in the Department of Clinical Sciences.

Principal Investigator, Graduate Faculty, and Course Coordinator Status:

Clinical-track faculty may be principal investigators on grant applications by exception. The Department Head wishing to request principal investigator status for a clinical-track faculty member shall write a letter to the Dean stating the reasons for the request and that the Department will provide administrative support for the grant. The Dean may indicate approval of the request by writing "approved" on the aforementioned letter and forwarding it to Sponsored Programs along with a copy of the clinical-track faculty member's resume and a copy of the proposed research or contract. Separate requests for principal investigator status must be made for each proposal or contract.

Clinical-track faculty are not eligible to serve as major professors. However, upon recommendation of the Department Head and approval by the Dean and Graduate School, they may serve on graduate student advisory committees and as course coordinators.

Transfers between Clinical-Track and Tenure-Track Appointments:

Transfers from one type of appointment to another can occur, i.e., persons with an existing appointment within the Department may compete in the open recruitment process for a different type of appointment. Transfers will be considered only under appropriate circumstances and where there is strong and well-justified programmatic need. Any such transfer would require the recommendation of the tenured faculty of the Department, the Hospital Director, Department Head, and Dean. It is very unlikely that anyone will transfer between tracks more than once. Therefore, persons transferring from either the clinical or tenure-track to the other should assume that the transfer is permanent as long as they are at Kansas State University. If strong justification for a transfer from the clinical-track to the tenure-track (or vice versa) has been established as outlined above, transfer may be recommended and approved without further advertisement, provided the person to be transferred was initially appointed following recruitment procedures applicable to tenure-track appointments. If prior recruitment did not follow procedures applicable to tenure-track positions, formal recruitment in accordance with these procedures must occur before transfer may be recommended.

Termination:

Termination of clinical-track faculty during the term of the appointment must be in accordance with University policies for termination of a continuous appointment.

Non-renewal:

Standards of notice of non-reappointment apply to clinical-track faculty as outlined in the Kansas State University Handbook (C170.3).

GUIDELINES FOR CLINICAL-TRACK FACULTY APPOINTMENTS, EVALUATION, CONTRACT RENEWAL, AND PROMOTION IN THE DEPARTMENT OF CLINICAL SCIENCES

General Purpose:

The purpose of these guidelines is to provide criteria and procedures for appointment, evaluation, and promotion of clinical-track faculty with appointments in the Department of Clinical Sciences. These guidelines will be implemented within the policies of the College of Veterinary Medicine and Kansas State University.

The scope of faculty responsibilities outlined in the mission statement of the Department of Clinical Sciences dictates that the faculty be comprised of individuals engaging in widely varying activities and responsibilities. The mission of preparing professional and graduate students in the clinical specialties requires that some faculty excel as clinicians, service providers, applied researchers and educators, with significant responsibility toward these focused activities. To accomplish departmental goals, faculty responsibilities must be dynamic, and clinical-track faculty may have to adjust the nature of their appointments over time. Individual faculty contracts should be reviewed and modified as necessary at annual review. The Department Head and Hospital Director, as the links between the college administration and the faculty, should be able to advise faculty that their activities: 1) meet departmental and hospital goals and standards, 2) are within college goals, and 3) are adequately documented for future recognition.

The clinical-track classifications, designated Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor, are to be used for faculty who are engaged predominantly in clinical teaching and service activities. Although academic scholarship and university service are also expected of clinical-track faculty, development of an independent research program is not expected. Clinical and tenure-track appointments are designed to be complementary in fulfilling the responsibilities of the Department; a hierarchy of importance between tenure-track and clinical-track faculty is not implied by the existence of these categories.

Procedures for Initial Appointment and Annual Evaluation of Clinical-Track Faculty:

Candidates shall be recruited for and appointed to non-tenured clinical-track positions by committee and national search mechanisms. Announcements and position descriptions will clearly state the nature of the position. Initial appointments for Clinical Assistant Professors will be for 1 year, with annual review by the Department Head and Hospital Director. Satisfactory annual review results in a new 1-year appointment. During this review, the faculty member, Department Head, and Hospital Director may agree to modify the duties as necessary to meet the individual's professional development goals as well as the programmatic needs of the Department and Hospital. Initial appointments for clinical-track faculty at the Associate and Full Professor levels will be for three and five years, respectively. Annual merit evaluation of clinical-track faculty and reappointment will be conducted by the same mechanism as that for tenure-track faculty (see DCS Annual Evaluation document) but will appropriately reflect the time percentages/nature of the appointment.

Procedures for Promotion:

Progress towards promotion should be discussed during annual merit review. No time limit is imposed on an individual's promotion, however in most cases this would occur after 5 or more years in rank. The promotion process may be initiated by the faculty member alone, but is best done in conjunction with the Department Head, who is responsible for assisting with assembly of appropriate document materials. The document will be evaluated and voted on by tenure-track and clinical-track faculty of similar or higher rank to that of the proposed promotion. These faculty will make recommendations regarding the suitability of promotion to the Hospital Director and Department Head. Reviews and recommendations from the faculty and Hospital Director and Department Head will be forwarded to the Dean and then the College Promotion and Tenure Committee following procedures established for tenure and promotion. Documents will finally be forwarded to the Provost and President who will make the final decision on whether or not to promote the faculty member.

Grievance procedures will follow policy guidelines and procedures used for tenure-track faculty grievances. Clinical-track faculty are eligible to grieve before the General Grievance Board as outlined in Appendix G of the KSU Handbook.

Clinical-Track Faculty Responsibilities and Evaluation:

Advancement in clinical-track positions is based heavily on the achievements of the faculty member in teaching and clinical service. Scholarly activity within these areas is a requirement, as is participation in professional and university service. Documentation that is accumulated for the process of review must explicitly and tangibly support the amount and quality of these activities, relative to a description of the faculty member's duties. The principle of peer review and recognition is important as faculty progress through the clinical academic ranks. Documentation may require letters of review, similar to those provided in tenure documents.

Description of Activities Appropriate for Each Area of Responsibility

Teaching:

The scope of teaching responsibilities may include contributions to didactic courses within the Department and College, supervising clinical work of students, house officers and postgraduate associates, as well as educational endeavors outside the University in areas related to the individual's professional interests. The scope of training program responsibilities may include directing professional student projects, supervising clinical training programs, serving on graduate level committees, and mentoring or advising students or student groups.

Factors considered in the assessment of faculty teaching include knowledge of appropriate material, clarity of exposition, positive style in interacting with students and house officers, availability, communication skills, and ability to stimulate a desire for learning and problem solving. Clinical-track faculty should provide evidence of continuous professional growth in their area of expertise, as well as in their teaching methodology. It is recognized that in order to be an exceptional clinical teacher, one has to be an exceptional clinician.

Evaluation of teaching is based on a combination of peer evaluations and student or participant evaluations. Peer evaluations should be based both on observation of teaching and on review of course-related materials. Faculty that teach in group settings or work with individual trainees must seek objective evaluations from as many trainees as possible. It is expected that the faculty member will have consistently documented good to excellent ratings in teaching to be promoted.

Clinical Service Activities:

Factors considered in assessing clinical service activities include clinical specialty knowledge, ability to apply that knowledge to clinical situations, relevant procedural skills, ability to resolve clinical problems, quantity of the clinical workload, collegiality and ability to work as part of a team, and effective communication with colleagues, students, staff, clients, and referring veterinarians.

Clinicians must provide evidence of continuous professional growth in their area of expertise. Evaluation of these activities can be based in part on a combination of peer evaluations, documented clinical interventions and outcomes, self-evaluation, evaluation by clients and referring veterinarians, Hospital Director, and where appropriate, evaluations from individuals both on and off campus who are familiar with the faculty member's activities.

Scholarship and Research Activities:

Scholarship, the communication of knowledge that is reviewed or evaluated by one's peers, is broadly defined in this document to include, but not be limited to publications, abstracts, book chapters, monographs, proceedings, teaching/instructional materials, development and/or evaluation of new diagnostic tests, procedures, or services, and CE or lay presentations at local, regional, national, and international meetings. Scholarship may arise from teaching and clinical service activities or applied research. Scholarship is an important component of a clinical-track faculty member's responsibilities. It is not the intent of this document to create a faculty line that is dedicated solely to clinical service. A record of consistent scholarly activity is expected in order to be promoted. It is important however, that for purposes of annual evaluation and promotion that the clinical-track faculty member's scholarship be evaluated in light of the time available for such pursuits.

Research activities are not required but may include participation in clinical studies by providing support skills, such as diagnosis and treatment, sample collection, and test or product development/ regulatory approval. Research activities may also involve active participation in hypothesis formulation, experimental design, and statistical evaluation.

Research conducted by clinical-track faculty is expected to be of high quality; however the quantity of the research should be evaluated in light of the time available for such pursuit.

Professional and University Activities:

Professional service that is related to the faculty member's assignment draws upon the expertise of the faculty member. Professional service that fosters positive university community relations is valuable to promotion decisions. Examples include: discipline-related, community- or industry-related service projects, invited presentations to the public, and consultation with community veterinary organizations. Honors and awards recognizing professional, scientific, and/or applied service achievements should also be included in this area. Service to a professional discipline is identified by time and effort given to local, state, regional, national, or international professional organizations and/or publications. Central to the mission of a land-grant institution, faculty are expected to engage in service to Kansas State University and its constituents. Examples include but are not limited to: committee and task force memberships and chairpersonships, participation in recruiting of faculty and students, mentoring students and student groups, and service in faculty governance at various levels.

Appendix: Documentation Methods for Promotion of Clinical-Track Faculty

The clinical-track faculty member should list achievements in all appropriate categories based on his or her position description. This appendix should be viewed as suggested documentation and should be updated periodically. It is the responsibility of the faculty member to provide documentation of performance, which may include but is not limited to the following:

Clinical Service:

Faculty who have a major time commitment to clinical service, including responsibility for patient care/herd/health/livestock production and clinical education, are expected to demonstrate excellence in these duties. Clinical faculty are recognized experts with in depth of knowledge related to their specialty. In addition, they will have special expertise about particular diseases, groups of diseases, and/or herd health and livestock production principles. These faculty are often involved in the discovery, organization, interpretation, and transmission of new knowledge related to patient care, disease entities, health care delivery, health care economics, professional ethics, medical legal issues and new educational patient care methodology as well as in related areas of herd health and animal production. Faculty with major time commitments to clinical service are expected to maintain relevant specialty status to practice their profession.

The scope of responsibilities for clinicians that should be documented may include: support/consultation for clinical faculty and clients outside the University, support for referring veterinarians and clients of the College of Veterinary Medicine, and support of other faculty within the Department and Hospital. Clinical service may also include scholarship regarding novel methods for clinical diagnosis and treatment. The faculty member may also have responsibility for supervising the clinical work of students and house officers, providing credit or non-credit continuing education programs and workshops, and distance-learning programs in the areas related to the individual's expertise.

Provided by the candidate:

- A self-evaluation of clinical service, including a description of the individual's clinical activities and percentage of time devoted in all areas.
- Evidence that the individual continues to develop expertise pertinent to the job expectations, such as continuing education. Evidence of faculty development activities such as licensure and board certification.
- Evidence that the clinician is recognized by peers locally, regionally, or nationally commensurate with academic rank.
- Evidence of providing new or innovative services.
- Materials developed, such as videotapes, books, etc. that are pertinent to the diagnostic activities (e.g., used for training, teaching in specific methods or new approaches/application).

Provided by clients, colleagues, or referring veterinarians:

- Documents (e.g., letters) indicating the clinician's ability to complete work assignments and to communicate results in a timely manner.
- Peer review regarding the clinician's expertise and contributions to the Department or Hospital.

Provided by students:

- Student feedback in the form of standardized evaluations should be summarized for those faculty whose responsibility includes teaching in the hospital setting.

The following are examples of clinical service that could be used to support promotion:

1. Excellence in herd health management, individual animal preventative health care, medical and surgical management of cases, timely maintenance of case records, communications with clients and veterinarians, diagnostic services, and information transfer and implementation.

2. Excellent ratings by clients regarding their satisfaction with service. Evidence that the clinician is sought out for appointments and referrals.

3. Assessment by practicing professionals who have received clinical service from the faculty member.

4. Ratings by students of the faculty member's delivery of clinical service.

5. Ratings by peers or supervisors who observe and are qualified to rate the delivery of professional services.

6. Documentation of improvement of the quality and efficiency of clinical service programs.

As teachers, faculty with major commitments to clinical service are involved in educating veterinary medical students, residents, colleagues and peers. The settings in which these teaching activities occur are not confined to the classroom, but include the VMTH, ambulatory care sites, the diagnostic laboratory or other settings for those faculty who provide special services. Some scholars may provide special services such as expertise in the development of educational programs which are essential to the College of Veterinary Medicine.

Teaching:

Teaching credit courses in the College of Veterinary Medicine or outside the College in areas shown to support veterinary medicine; supervising the clinical work of students, interns, or post-graduate associates; providing credit or non-credit programs and workshops, distance-learning programs, seminars, and continuing education in the areas related to the individual's area of expertise, are all within the scope of teaching activities. These should be listed, along with the level of participation and enrollment. The scope of training program responsibility should also be indicated, including directing professional student projects, supervising clinical training programs, and serving on graduate student committees. Clinical-track faculty are expected to serve as role models, advisors, and mentors to professional students and house officers. Related duties may include but are not limited to: faculty advisor for student groups, career development advising, and academic advising.

Provided by the candidate:
- Self evaluation (portfolio) documenting teaching performance, competence, and description of future plans. This should include a description of the individual's teaching philosophy and how this directs his or her teaching activities. This narrative should illustrate continued growth and development of teaching style and expertise. Supporting materials/documents should include course syllabi, course objectives, handouts, teaching aids, and examinations or other evaluation instruments.
- Evidence of continuing education presentations at professional and scientific meetings.
- Evidence that the individual continues to develop knowledge or skills within areas of expertise that directly apply to their teaching responsibility (which may include licensure, board certification, and attendance at continuing education or certificate courses).
- Any other material or information which may be helpful in the evaluation process. Examples are teaching awards, authorship of textbooks or other teaching materials, participation in teaching seminars, participation in visiting or exchange teacher programs, and evaluation of presentations or programs presented to practitioners or other university constituencies.

Provided by students:
- Summaries of evaluations of the instructor and the course, or other appropriate documentation submitted by students should be included for each course taught.
- Any prior grievances or complaints from students should be noted along with a summary of how these were resolved.
- Comments should be solicited from individuals who were advisees of the individual that attest to the individual's ability as a mentor.

Provided by peers:

- Peer evaluation should be sought by the faculty member throughout his or her teaching career. This should include comments regarding the individual's clinical and/or classroom teaching effectiveness, content expertise, methods of evaluating students, and overall contribution to the veterinary curriculum.
- Names and addresses of individuals both on and off campus who are familiar with the faculty member's teaching/advising expertise should be provided so outside review can be sought (e.g., prior students, co-committee members, committee chairs, coordinators or program chairs of continuing education meetings or activities in which the faculty member participated, other teaching professionals).

Several indicants or sources of effective clinical and didactic teaching are listed below:

1. Student ratings from norm-referenced instruments that assess teaching effectiveness rather than popularity and that adjust for such known sources of bias as student motivation and class size.

2. Materials produced for individual rotations or courses such as reading lists, syllabi, and other instructional materials.

3. Tests or other evaluation instruments and methods used to assess student achievement in the clinical or classroom setting.

4. Depth, breadth, and currency of subject matter.

5. Appropriateness of course content.

6. Development of effective rotations, courses, preparation of innovative teaching materials or instructional techniques, or creative contributions to a Department's instructional program.

7. Assessment by faculty colleagues who are familiar with the teacher's performance or have taught that person's students in subsequent courses.

8. Successful direction of high quality individual student work, e.g., independent studies and special student projects.

9. Effective and diligent advisement of students pursuing their academic programs.

10. Successful performance of teaching responsibilities that are unusually demanding requiring special expertise or preparation.

11. Special contributions to effective teaching of diverse student populations.

12. Compiled student comments (such as those obtained from program assessments or exit interviews) that address a teacher's abilities to arouse student interest and to stimulate work and achievement by students.

13. Letters of evaluation from former students.

14. Success of former house officers.

15. Accomplishments of the teacher's present and former students: i.e., information showing the students' success in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance.

16. Students coming from other schools especially to study with the teacher.

17.　　Professional publications on the topic of teaching or materials prepared for use in teaching such as textbooks, published lectures, and audio-visual or computerized instructional materials.

18.　　Presentation of papers on teaching before learned societies.

19.　　Adoptions of a faculty member's textbooks or other instructional materials, especially repeated use, by reputable institutions.

20.　　Honors or special recognition for teaching accomplishments.

21.　　Evidence of excellence in supervision of students being trained in clinical activities and practice: this includes, but is not limited to, work on campus in the Veterinary Medical Teaching Hospital and Veterinary Diagnostic Laboratory, and other approved educational programs such as practice, internships, and preceptorship.

Scholarship and Research Activities:

Scholarship, the communication of knowledge that is reviewed or evaluated by one's peers, is broadly defined in this document to include, but not be limited to publications, abstracts, book chapters, monographs, proceedings, teaching/instructional materials, development and/or evaluation of new diagnostic tests, procedures, or services, and CE or lay presentations at local, regional, national, and international meetings. Scholarship is an important component of a clinical-track faculty member's responsibilities. It is not the intent of this document to create a faculty line that is dedicated solely to clinical service. It is important however, that for purposes of annual evaluation and promotion that the clinical-track faculty member's scholarship be evaluated in light of the time available for such pursuits.

As clinical faculty, their approach to problems may lead them to investigation in one or several areas with application to clinical problems. They will share the knowledge or expertise gained from these studies by significant and excellent teaching. It is expected that new knowledge, skills or concepts which emanate from these efforts and which are expressed in teaching activities will also be published in respected, peer-reviewed clinical, research or educational journals. It should be acknowledged that scholarly contributions can take many forms and that some faculty may contribute to the Department and to the College in unique ways.

Clinical-track faculty with major appointments in clinical service or teaching are not expected to be principal investigators on grants obtained from national funding agencies. Clinical-track faculty members may be co-investigators or consultants with other principal investigators on grants funded by national agencies. Clinical-track faculty are eligible to compete for intramural funds (e.g., DCS teaching and research grants and Dean's Funds grants). Evidence of peer recognition for scholarship activities may include serving on study sections, on editorial boards, or as reviewers for high quality journals.

Provided by the candidate:
- A self evaluation of scholarly activities.
- The candidate's dossier should include a list of scholarship activities which lists a description of the activity and approximate time percent devoted to that activity.
- The dossier should also include evidence of publication of research activity conducted as a secondary investigator or principal investigator (Clinical-track faculty are not expected to be PIs).
- Any grant-writing activity should be documented and noted. An important component of research is seeking funding to support the generation of knowledge.

The following are indicants of scholarship:

1.　　Books, reviews, monographs, bulletins, articles, and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by professional peers.

2. Presentation of research papers before one's peers at scholarly meetings and learned societies.

3. Scholarly reviews of the faculty member's publications.

4. Citations of research in scholarly publication.

5. Reprinting or quoting of publications.

6. Teaching/instructional materials.

7. Development and/or evaluation of new diagnostic tests, procedures, or services.

8. Continuing education or lay presentations at local, regional, national, or international meetings.

Professional and University Activities:

Non-directed service may include meaningful contributions to committees at the Departmental, College, University, community, state, regional, national and international levels. Serving in administrative positions in the Department is an important contribution and offices held in national organizations indicate greater recognition for contributions to the discipline. The quality of service may be judged by soliciting evaluations from the chairs of committees, peers, and the Department Head. Service activities, while necessary, important and appreciated, are usually given less weight than teaching, research, and directed service in considering an individual's contributions and qualifications for reappointment, promotion or tenure.

Provided by the Candidate:
- Self assessment of his or her professional and University activities.
- Listing of the candidate's Professional and University activities.

Several indicants of excellence in non-directed service follow:

Service to the Institution: This evidence encompasses evaluations of the performance of such activities by administrators, committee heads, and coworkers in the groups.

1. Chairing of, membership on, and contribution to standing or ad hoc committees of the University or any of its subordinate units.

2. Chairing of, membership on, and contribution to bodies participating in faculty governance, such as the Faculty Senate and its committees, the Graduate Council, and several College Committees on Planning.

3. Performance of unbudgeted administrative responsibilities at the Departmental level.

4. Special assignments such as representing the University at national and international meetings.

5. Honors or special recognition for contributions to the Department, College or University or to faculty governance.

6. Execellence in the administration of section units within the Veterinary Medical Teaching Hospital.

Service to the Profession: This evidence encompasses evaluations of the performance of such activities by other members of, and leaders in, the organizations to which the service is rendered.

1.   Holding office in professional associations and learned societies.

2.   Service on state, national, and international committees in professional organizations.

3.   General presentations or addresses at conventions and other professional meetings.

4.   Organizing or chairing sessions at professional meetings or organizing the meeting itself.

5.   Reviewing or editing for professional journals, e.g., writing book reviews for publication and service as editor, associate editor, book review editor, or member of an editorial board.

6.   Membership on panels judging grant/contract proposals.

7.   Service as a consultant on problems appropriate to the discipline.

8.   Honors or special recognition for contributions to an organization, discipline, or profession.

Service to the Public: This evidence encompasses evaluations of the performance of activities by members and leaders of the groups served.

1.   Written dissemination of professional knowledge or information to non-academic audiences through general interest publications.

2.   Oral dissemination of professional knowledge or information to civic, religious, or private groups.

3.   Providing expert testimony to courts or legislative bodies.

4.   Consulting for state, national, and international public and private groups engaged in educational, scholarly, and artistic endeavors.

5.   Consulting for individuals or corporations engaged in business or industry.

6.   Providing technical consultation to professional or non-academic groups.

7.   Engaging in the delivery of technology through involvement in development projects--especially in international assignment.

FREQUENTLY ASKED QUESTIONS

Questions that were frequently asked during the generation, discussion, and approval of this document are listed here along with their answers. Although most of these questions are covered in the document, it is hoped that this section will provide further clarification and understanding of the intent of this document.

1. For annually renewable, term clinical faculty that have already been at KSU for several years (e.g., 2 – 4 years), will there still be a 5 year time-line for promotion or can there be a shortened period for promotion?

   Although promotion will normally be considered after five years in rank, the number of years in rank from the previous position could be counted as part of this five year period.

2. Is there any flexibility in the system for a delay in promotion?

   There is no time limit for promotion within the clinical-track system like that associated with the tenure-track system. A clinical track faculty member does not have to be promoted. A clinical track faculty member could remain a Clinical Assistant Professor for their entire career as long as their annual reviews were acceptable.

3. When faculty are promoted within the clinical track system will there be a step promotion pay raise?

   Yes, in accordance with university guidelines for salary increases related to promotion in academic rank.

4. How does scholarship on a clinical track differ from scholarship on a tenure track? Why is scholarship required of a clinical-track faculty member?

   Scholarship, the communication of knowledge that is reviewed or evaluated by one's peers, is broadly defined in this document to include, but not be limited to publications, abstracts, book chapters, monographs, proceedings, teaching/instructional materials, development and/or evaluation of new diagnostic tests, procedures, or services, and CE or lay presentations at local, regional, national, and international meetings. Scholarship is an important component of any faculty member's responsibilities. It is not the intent of this document to create a faculty line that is dedicated solely to clinical service. It is important however, that for purposes of annual evaluation and promotion that the clinical-track faculty member's scholarship be evaluated in light of the time available for such pursuits.

5. Is there a certain number or quality of referred publications required for promotion?

   There is no number of publications required for promotion. Clinical-track faculty will be encouraged to communicate new findings and knowledge via publication (e.g., case reports, case series, reports of new diagnostic tests, description of new teaching techniques or programs, etc) but there is no requirement for them to do so. A consistent record of scholarship can also be generated via abstracts, book chapters, proceedings, monographs, instructional materials, and lay or professional CE presentations. Any scholarship efforts should be judged to be of high quality.

6. What level of grantsmanship and funding is needed for promotion?

   There is no level of grantsmanship that is required for promotion. Although clinical-track faculty are eligible to compete for intramural funds, neither intramural nor extramural funds are required for promotion. The opportunity exists for clinical track faculty to be involved in research but there is no requirement for them to do so.

7. When would the actual "clock" for promotion start and when does the promotion documentation need to be submitted to the department?

   Similar to tenure-track appointments, the "promotion clock" would start on July 1 of the year the faculty member was hired – unless the appointment date was after October 1st in which case the promotion clock would start on the first of July of the following year. Promotion documents would be prepared in the fall prior to the potential effective date of July 1 of the following year. The 5 year time frame is only a guideline; promotion could be

considered "early" in exceptional cases and on the other hand promotion need never be considered. There is no "promotion in 5 years or out" clause or intent in this document.

8. Who will comprise the original committee within the department that will review promotion packets? Will the committee members understand and/or appreciate the scholarship level differences between promotions in a clinical track versus a tenure track.

    DCS tenured faculty members would compose the initial promotion committee. Subsequently, promotion documents will be evaluated and voted on by tenure-track and clinical-track faculty of similar or higher rank to that of the proposed promotion. The guidelines set forth in this document will be used to provide promotion committee members with the information they need to understand and/or appreciate the scholarship level differences between promotions in a clinical-track vs a tenure-track.

9. What will be the university "progression" for the promotion packet?

    The departmental promotion committee will make recommendations regarding the suitability of promotion to the Hospital Director and Department Head. Reviews and recommendations from the faculty and Hospital Director and Department Head will be forwarded to the Dean and then the College Promotion and Tenure Committee following procedures established for tenure and promotion. Documents will finally be forwarded to the Provost and President who will make the final decision on whether or not to promote the faculty member.

10. Will clinical track faculty ultimately sit on the College Promotion and Tenure committee?

    No, the current CVM bylaws require that faculty be tenured to be elected to the College Promotion and Tenure Committee.

11. Will all clinical-track faculty appointments be uniform in % teaching, service and scholarship?

    No, individual appointments will be established and reviewed annually in order to take advantage of the faculty person's strengths; however, the standard expectation for clinical-track faculty positions is that 70-80% of effort is devoted to clinical service and teaching, with 10-15% effort directed to didactic and laboratory teaching and 10-15% effort directed towards scholarship and professional and University service.

12. Do clinical-track faculty have to be on a 100% appointment or can they have a less than fulltime (example 0.75 FTE) appointment?

    Part-time appointments would be feasible if consistent with programmatic needs.

13. Do clinical-track faculty members have voting rights in the Department and College?

    Yes, clinical-track faculty members have voting rights in all College and Departmental matters and elections.

14. Can clinical-track faculty members serve on committees?

    Yes, Clinical-track faculty members may serve on Departmental, College, and University committees unless policies limit membership to tenure-track faculty.

15. Are Clinical Associate Professors or Clinical Professors eligible for sabbatical leave?

    No.

16. Can clinical-track faculty serve on graduate student advisory committees and as major professors?

    Clinical-track faculty are not eligible to serve as major professors. However, upon recommendation of the Department Head and approval by the Dean and Graduate School, they may serve on graduate student advisory committees and as course coordinators.

17. Can Clinical-track faculty serve as principle investigators on grants?

Clinical-track faculty may be principal investigators on grant applications by exception. The Department Head wishing to request principal investigator status for a clinical-track faculty member shall write a letter to the Dean stating the reasons for the request and that the Department will provide administrative support for the grant. The Dean may indicate approval of the request by writing "approved" on the aforementioned letter and forwarding it to Sponsored Programs along with a copy of the clinical-track faculty member's resume and a copy of the proposed research or contract. Separate requests for principal investigator status must be made for each proposal or contract.

1.   Dr. Al Cochran will be serving as Assistant Provost
2.   FSCOT and FSCOUP Chairs
3.   General Grievance Board
             Liz Boyle – Chair
4.   Committee Assignments
5.   Targeted Excellence
             Five Projects total of 2M
6.   Honor System Director: David Allen

Board of Regents Report
May 18-19, 2005
Selected Items of Interest

System Council of Chief Academic Officers (SCOCAO)
BOR institutions shared their definitions of "Program" and "Distance Education" with further discussion scheduled at the June meeting. SCOCAO will hold their annual August retreat in Wichita.

Council of Chief Academic Officers (COCAO)
COCAO narrowed down the 34 recommendations in the NORED report to 10. These recommendations were forwarded to the Council of Presidents.

Council of Presidents (COP)
COP discussed the potential of using a different strategy in their presentation of the FY07 budget to the legislature.

Board of Regents (BOR)
Items Passed Under Consent Agenda
A. Academic Affairs discussion agenda
1. Approved of State University Academic Calendars (2007-2008, 2008-2009, and 2009-2010).

Consideration of Discussion Agenda
A. Academic Affairs discussion agenda
1.   Concurrent Enrollment.

Faculty teaching college-level enrollment partnership (CEP) courses must attain instructional eligibility by meeting one of the following standards (1) demonstrate possession of a masters degree with 18 credit hours in the assigned course content; or (2) demonstrate possession of a bachelors degree, with at least 24 hours in the assigned course content and utilize the same final examination as given in a representative section of the course taught at the institution for the assigned awarding the course credit and apply the same scoring rubric for the assigned course as that used in the on-campus class. Institutions may set higher standards.

2.   President Wefald presented the annual campus review to the BOR. He reported that K-State is doing more with less. President Wefald emphasized that many individuals may want to commend K-State for our accomplishment but he underscored the amount of stress in which the entire K-State community is under.

3.   Received Program review and Accreditation Report 2004. This is part of an eight-year process. Seven years of program review with the last year for Program Review Assessment. There were 19 K-State programs viewed.

B. Fiscal Affairs and Audit
1.   Appropriation for 27th Pay Period. Most of the dollars were allocated for covering this cost. There will be some cost each institution will need to absorb.
2.   First Reading of the Tuition and fee proposal.
3.   Tuition Assistance Programs
4.   Approve Capital Improvements Request for FY 2007
       Capital Improvement Requests for 2007 – State Funds approximately 30M on three projects (Food Safety, K-State/Salina: Aero Lab and Memorial Stadium expansion)
5.   Approve Supplemental Allocation of FY 2007: Rehabilitation and repair Appropriation
       K-State has requested 1.4M (Manhattan 1.3M and Salina $63,500)