

DEPARTMENT OF HUMAN NUTRITION

**ANNUAL EVALUATION GUIDELINES
(Approved by Faculty Vote on 3/24/06)**

**Denis M. Medeiros, Department Head
Date signed: 3/24/06**

**Virginia Moxley, Interim Dean
Date signed: 3/27/06**

**M. Duane Nellis, Provost
Date signed: 6/27/06**

**PROMOTION AND TENURE GUIDELINES
(Approved by Faculty Vote on 9/30/05)**

**Denis Medeiros, Department Head
Date signed: 9/30/05**

**Carol Kellett, Dean
Date signed: 9/30/05**

**M. Duane Nellis, Provost
Date signed: 9/30/05**

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES *(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): 3/2011

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES*: 9/2010

*Each academic department is required by University Handbook policy to develop department documents containing criteria, standards, and guidelines for promotion, tenure, reappointment, annual evaluation and merit salary allocation. These documents must be approved by a majority vote of the faculty members in the department, by the department head or chair, by the dean concerned, and by the provost. In accordance with University Handbook policy, provision must be made to review these documents at least once every five years or more frequently if it is determined to be necessary. Dates of revision (or the vote to continue without revision) must appear on the first page of the document.

DEPARTMENT OF HUMAN NUTRITION

College of Human Ecology
Kansas State University

"The mission of the Department of Human Nutrition is to discover, disseminate, and apply knowledge to promote improved food choices, nutritional status, and well-being of people"

Documentation Guide for Faculty Annual Evaluation and Expectation Form

Approval Date March 17, 2006

Department Head Denis Medeiros 3/24/06

Dean Virginia Moxley, Interim 3/27/06

Provost M Duane Nellis 6/27/06

Date for Revision: March 2010

Name _____

Year 2006

_____	-	_____	_____	Development
_____	-	_____	_____	Extension/Professional
_____	-	_____	_____	Presentations
_____	-	_____	_____	Public Presentations
_____	-	_____	_____	Training
_____	-	_____	_____	Program Evaluation
_____	-	_____	_____	Mass Media
_____	-	_____	_____	Ext.
_____	-	_____	_____	Collaborations/Communications
_____	-	_____	_____	Support to Extension *
_____	-	_____	_____	SERVICE
_____	-	_____	_____	Department
_____	-	_____	_____	College
_____	-	_____	_____	University
_____	-	_____	_____	Public/Community
_____	-	_____	_____	Professional Service
_____	-	_____	_____	&Development
_____	-	_____	_____	Directed Service
_____	-	_____	_____	OTHER
_____	100%	100%	100%	Total

- Support categories should be used by faculty who do not have budgeted time in that major division.

Revised and approved by Department of Human Nutrition Faculty 4/30/02
 This form is also on the network "W" drive in the HN folder

SUMMARY OF ANNUAL ACCOMPLISHMENTS

Instructions: Provide a one-page summary of your major achievements in instruction, research, extension, and/or service during the evaluation period. Also indicate how your accomplishments met last year's goals, and if applicable any barriers that prevented you from reaching your goals.

OBJECTIVES FOR NEXT YEAR

Instructions: Provide a statement of your goals for the next year with respect to instruction, research, extension, service, and any other scholarly activity. Statement is limited to the space provided below.

INSTRUCTION

Instructions: Teaching involves the transmittal of knowledge and is based on sound scholarship, continued intellectual growth, the ability to communicate effectively, concern for students as individuals, and academic integrity. The College of Human Ecology and the Department of Human Nutrition further define teaching as a multifaceted activity made up of five components: command of subject matter, classroom teaching, non-classroom instruction, teaching materials development, and course and curriculum development. Please provide a summary of instructional activity as listed below and at least two measures of instructional quality. Tenured faculty with classroom responsibilities shall have at least one course per year evaluated by the students in the course (for example TEVALs). Additional documentation submitted may include one or more of the following: peer evaluations, teaching portfolios, awards, or course materials such as reading lists, syllabi, and examinations, special contributions to effective teaching for diverse student populations, preparation of innovative teaching materials or instructional techniques, special teaching activities outside the university, exit interviews, and graduate interviews and surveys to obtain information about teaching effectiveness.

Classroom Instruction (including Distance courses).

	Course Number	Course Title	CR	Lab/Lec	No. of Students	
					UG	GR
SPRING	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
SUMMER	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
FALL	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____

Non-classroom Instruction. For example practica, internships, special problems courses and other non-classroom teaching activities. This includes HN 499, 650, and 780 but may also include non-classroom teaching in other classes.

Course and Curriculum Development. Contributes to curriculum development and revision, develops a new course, incorporates new technologies with instruction, creates new general education courses.

Academic Advising. Advising load, availability to advisees, accuracy of information provided to students, counseling regarding career planning and professional development.

Support to Instruction. Identifies effort made in support of instruction even though responsibilities are not assigned in this area. An example is serving as guest lecturer for class.

RESEARCH, SCHOLARSHIP, AND OTHER CREATIVE WORK

Instructions: The College of Human Ecology defines research as the generation of relevant information or knowledge, the analysis or synthesis of existing knowledge, and the application of knowledge to practical problems. Evidence includes: research projects, grants, and contracts; refereed publications or competitions; research presentations or creative contributions; and recognition. The Department of Human Nutrition supports this definition. However all faculty on a tenure-track appointment should have demonstrated the ability to publish original research findings in refereed journals or other scholarly publications. Please provide a list of research, scholarship, and other creative activities as described below. Include items submitted but not yet published/presented.

Refereed Publications or Competitions. Includes refereed research publications; refereed extension publications and media materials; wins a juried regional or national competition; publishes in non-refereed sources such as research monographs, chapters in textbooks, lay publications, trade publications, numbered extension bulletins and media material; or develops patentable products or processes.

Research Grants, Contracts, and Projects. Conducts research and/or creative endeavors; writes research and grant proposals to apply for funding; receives funding for grants and contracts; administers research grants; participates in K-State Research and Extension Action Teams.

Research Training/Mentoring. Supervises and trains support staff and students (graduate or undergraduate) in research; mentors students, research associates, and junior faculty in research. Include/list your responsibilities as major professor or committee member for thesis/dissertation graduate students involved in research.

Research Presentation or Creative Contributions. Has research paper reviewed and accepted for presentation at professional conferences, presents research at workshops at a professional conference, develops laboratory procedures, computer software, or other technologies.

Recognition and Awards. (demonstrated impact to the discipline). Works are cited by other researchers, receives prizes or awards for research/scholarly efforts, attains and/or retains membership on graduate faculty, develops a reputation for high quality research.

Support to Research. Identifies effort made in support of research even though responsibilities are not assigned in this area.

COOPERATIVE EXTENSION

Instructions: Provide a summary reflecting your cooperative extension activities for the evaluation period. The statement should include educational programs, resources and materials, training, program evaluation, mass media, presentations, interdisciplinary participation, and support to county, area, state, and national extension. Provide evidence of productivity, quality, creativity and originality. A separate list of extension publications (including those submitted but not yet published), meetings, workshops, etc. may be provided.

Publications and Resource Development (video, web, and print). List instructional publications and other resources developed.

Presentations to Extension and Other Professionals. List training events and other presentations delivered to extension and other professional audiences.

Presentations at Public Educational Events. List presentations developed for public audiences.

Training. List training events developed and audience addressed.

Program Evaluation. What facets of local, state or national program evaluation development have you assisted or directed? List results of program evaluations.

Mass Media Activities. What television, radio and print have you participated in? Were you and your work featured, or did you take action to bring attention to a timely event or news item for an audience?

Extension Collaborations and Communications. List activities you participated in that support university, county, regional, state and/or national collaborations.

Support to Extension. Support category should be used by faculty who do not have budgeted time in Cooperative Extension.

SERVICE

Instructions: The Department of Human Nutrition considers service to be comprised of several components including professional activity, public, and institutional service. Please provide a statement of service contributions for each category below including committees you served on.

Department. Service on departmental committees, advises/supports student interest group or other dept organizations, assists or participates in dept-sponsored activities, cultivates productive relationships with outside agencies, actively participates in recruitment/retention activities.

College. Service on college committees (e.g. Faculty Council, Open House), participates in alumni activities, fund-raising for college (e.g. telefund), supports other college activities.

University. Holds a major university office or serves on faculty senate, university committee or task force, or member or chair on graduate council.

Public/Community. Implements a project to enhance community. Gives talks/lectures/workshop to public on area of expertise. Serves as a resource/gives interviews for media. Holds office in or provides service for a community organization or service club. This category does not include responsibilities classified as extension

Professional Service. Holds office in a state, regional, or national organization, or serves as a committee member for professional organization. Serves on editorial boards or services such

as SNE, ADA, or IFT. Peer reviewers of articles/manuscripts/proposals/textbooks/CD-Roms, etc. Serves as a professional consultant to public or private organizations, collaborates in efforts with outside agencies.

Directed Service. Administration and activities related to instructional research/service performed for a fee as part of university activities (e.g., Sensory Analysis Center).

Professional Development. Maintains or enhances professional subject matter credibility/competence through professional development activities related to teaching, research, and extension; or other experiences that enhance performance. A separate list may be provided.

Professional Recognition. Includes institutional, state, regional and national recognition/awards for teaching, extension, or public service.

**MINIMUM PERFORMANCE STANDARDS
AND
PROCEDURES FOR ADDRESSING PERFORMANCE
DEFICIENCIES**

**Department of Human Nutrition
College of Human Ecology
Kansas State University**

INTRODUCTION:

As required and described by sections C 31.5 to C31.8 of the KSU University Handbook, the Faculty of the Department of Human Nutrition have established the minimum acceptable level of faculty performance for its faculty and the procedures to be followed prior to the revocation of tenure and dismissal for cause.

The collective strength of a Department's faculty is dependent on the abilities and level of a contribution that individual faculty provide toward meeting the Department's missions. It is expected that the contributions among faculty will vary both in area (teaching, research, extension, and service) and in level of performance. It is also normal that the contributions of an individual faculty member may change over time or be affected by circumstances beyond the control of the faculty member resulting in a decline in performance. In the situation of ill health, faculty should take formal sick leave and they will be evaluated for the time assigned.

The process of revocation of tenure and dismissal within the department will involve faculty peer review. Because the initial granting of tenure and promotion involves department faculty, it is also appropriate that they provide input regarding whether or not an individual faculty member's performance meets a minimum acceptable level of productivity.

The determination of below minimum-acceptable performance in any area must be judged relative to the resources provided to the faculty member and their area of expertise (as demonstrated by previous acceptable levels of performance). This determination must also be weighted against what would normally be expected from other faculty who have similar credentials and experience. Another consideration is whether the appropriate resources were provided that would allow a faculty member to meet minimum levels of performance.

Minimum Performance Standards

A tenured faculty member should demonstrate a competent level of instruction, research, extension, and/or service as assigned by the individual faculty member's appointment.. The proportion of these activities will be annually agreed upon in writing by the faculty member and the department head. The standards are congruent with those stated in the departmental promotion and tenure document and at the appropriate academic rank.

TEACHING

Tenured faculty who have a teaching appointment (tenths) are expected to participate in the following. To meet minimal acceptable levels, faculty should demonstrate several of the following:

- A. Classroom Instruction
 - Teach courses with a command of the subject matter
 - Organize material and present it clearly in a logical format
 - Develop new learning materials
 - Be on time for class
 - Hold regular office hours for students
 - Return class assignment results back to the students, including exams in a reasonable length of time
- Receives satisfactory student evaluations from TVALS, IDEA, or other approved evaluation instrument
- B. Non-Classroom Instruction
 - Arrange, supervise, and evaluate student practicums and internships
 - Assist students in preparing papers or projects for competition or publication
- C. Curriculum

- Contribute to curriculum development and revision
- Incorporate new technologies with instruction
- D. Instructional Innovation
 - Show capability to bring students to a higher level of understanding
 - Integrate research into undergraduate courses
- E. Academic Advising Activities
 - Help students plan their class schedule each semester as well as their overall programs of study, e.g., choice of electives, substitutions
 - Is available to advisees during office hours and appointment times.
 - Provide accurate information to students
- Advise other students upon request, i.e., students not assigned to the candidate for advising

SCHOLARLY ACTIVITIES/RESEARCH

Tenured faculty who have a research appointment are expected to be engaged in scholarly activities. To meet minimal acceptable levels, faculty should demonstrate several of the following:

- A. Refereed Publications
- B. Other Publications, Competitions, or Patents
 - Authors refereed extension publications and media materials
- Publishes in non-refereed sources, e.g., research monographs, chapter in textbook, book, lay publications, trade publications, numbered extension bulletins, and media material
 - Develops patentable products or processes
- C. Research Projects, Grants and Contracts
 - Conduct research and /or creative endeavors
 - Writes research and grant proposals to apply for funding
 - Supervises and trains support staff and students in research
 - Mentors students, research associates, and junior faculty in research
 - Provides research support and consultation to other members of the department
- D. Research Presentation or Creative Contributions
 - Has research paper reviewed and accepted for presentation at professional conferences
 - Presents research or position papers or workshops at professional conferences

Other acceptable evidence of scholarly activities may be mutually agreed upon between the faculty member and the department head.

EXTENSION

Tenured faculty who have an extension appointment are expected to be engaged in scholarly activities. To meet minimal acceptable levels, faculty should demonstrate several of the following:

- A. Program Planning
 - Participates in formal planning process.
 - Coordinates with local agents, multi-county specialists, area specialists, and/or other state specialists to identify and document needs for education programs
 - Collaborates with individuals in other organizations, or in other states
 - Participates in interdisciplinary programming planning

- Communicates to the Department and College any research needs identified by clientele, and in turn, helps communicate research results back to the clientele
- B. Education/Program Materials
 - Prepares new educational materials and /or adapts or adopts research and evidence-based materials from other states to meet client needs in Kansas
 - Contributes to materials developed by an interdisciplinary team
 - Examples of materials include:
 - Curriculum and/or teaching guides, fact sheets and bulletins
 - Multi-media presentations
 - Home study courses and/or correspondence courses
 - Computer programs/simulations/data bases
 - Web-based instructional information
 - Publications in professional journals
 - Radio, newspaper, and newsletter articles
- C. Program Teaching/Delivery and Support
 - Delivers in-service training to county agents and/or other professionals who in turn train volunteers and/or teach intended audiences
 - Delivers programs to clientele groups
 - Responds to questions and needs of county agents and clientele groups through consultation, phone calls and forwarding of requested support materials
 - Prepares newsletters and/or web-based information to support county program work and to strengthen capabilities of county agents
 - Gives presentations at state and national levels
- D. Program Evaluation/Accountability
 - Distributes questionnaires, surveys and solicits feedback to assess programs
 - Conducts in-depth, formal impact assessment studies
 - Prepares impact reports for K-State Research and Extension and other reports as needed
 - Publishes relevant information or findings pertaining to extension activities in referred journals and/or other professional journals.

Other acceptable evidence of extension activities may be mutually agreed upon between the faculty and the department head.

SERVICE

Tenured faculty are expected to contribute to the university and/or the professional community in some service capacity. To meet minimal acceptable levels, faculty should demonstrate several of the following:

A. Departmental Service

- Serves as member or chair of departmental committees
- Advises/supports student interest group or other organizations in a department
- Assists or participates in department-sponsored activities, e.g., brown-bag seminars, departmental career fairs, etc.
- Cultivates productive relationships with outside agencies, i.e., businesses/industries/organizations/individuals
- Attends and participates in departmental faculty meetings
- Attends departmental graduate faculty meetings, if appropriate
- Actively participates in recruitment/retention activities
- Serves on search committees

B. College Service

- Serves as member or chair of Human Ecology/Faculty Council
- Serves on the College Academic Affairs Committee
- Serves on the College Faculty Affairs Committee
- Serves on the College Student Affairs Committee
- Serves on other ad hoc committees of the College as they are formed
- Serves as member or chair of college or K-State Research and Extension committee or task force
- Attends college faculty meetings

- Serves on Open House committees(s)
- Advises/supports student activity/organization
- Participates in recruitment/retention activities, e.g., careers day/counseling prospective students
- Participates in alumni activities, e.g., alumni annual meeting
- Assists in fund-raising for college, e.g., telefund
- Supports college activities, attending commencement, scholarship reception, etc.
- Serves on search committees

C. University Service

- Holds a major university office, e.g., faculty senate president, presidential search committee, etc.
- Serves on faculty senate
- Serves as member or chair of university committee or task force
- Serves as member or chair on graduate council

D. Community/Professional Service

- Holds elective or appointed office in a community organization or service club
- Actively serves as a member of a community organization or service club
- Implements a project to enhance community
- Gives talks/lectures/workshops to public on area of expertise
- Represents scientific interests in public forums
- Writes articles for popular publications based on expertise or research data
- Prepares information for recruitment brochures
- Serves as resource/gives interviews/appears or discuss for media as an expert

Other forms of service may be mutually agreed upon between the faculty member and the department head.

PROCEDURES FOR ADDRESSING PERFORMANCE DEFICIENCIES:

Section C31.5 to C31.8 of the University Handbook provides guidelines for appropriate actions to be taken if a department head in consultation with departmental faculty determines that the performance of a faculty member falls below the minimum acceptable standards. This document describes procedures that will be followed internally before the matter is taken to the College Dean.

In order for a faculty member's overall performance rating to fall below the minimum, he/she must be deficient in at least two of the areas under the annual evaluation process (research, teaching, extension, and/or service) or deficient in one of these areas for two consecutive evaluation periods, unless it is determined by the Department Head that notable strengths in research and/or teaching outweigh the deficiencies.

If the Department Head determines that a faculty member fails to meet minimum standards, the Department head will provide a full written description of the area that fails to meet minimum levels of acceptable performance and the level of performance that is expected. The faculty member must be permitted the opportunity to respond in writing for the record. Together, the Department Head and faculty member are to develop a plan of action designed to correct the alleged deficiencies. This may include re-allocation of assigned time or appointment tenths. This plan must include specific expectations that are to be met, and what new resources will be provided if resources are available at the time. The goal is to provide a plan of action and/or resources that will allow the faculty member to exceed minimum acceptable performance.

If the faculty member does not agree with the Department Head's assessment of low achievement, he/she may request a peer review. The Department Head will appoint a committee of three tenured faculty members to review the faculty member's documentation in the area of perceived low achievement. The composition of the review committee should consist of faculty who have similar appointments. As an example, a person with an extension position should have at least one extension faculty member. If there are not enough departmental faculty who have a similar appointment, then the Department Head may select similarly assigned faculty from other departments within the College of Human Ecology. The committee may agree with the Department Head, the Faculty member, or provide an alternative plan.

An assessment regarding success in meeting minimum standards of performance (or progress towards this goal) will be provided to the Faculty member by the Department Head in subsequent written annual evaluations. If the faculty member fails to progress towards acceptable performance the Department Head will provide a written assessment that includes the corrective plan of action and evaluation of the specific reason(s) for lack of progress.

Dismissal for cause will be allowed to progress to a full review by all tenured faculty if in the judgment of the Department Head, a faculty member has two successive evaluations or a total of three evaluations in any five-year period in which minimum standards are not met, reasonable attempts to amend the faculty member's performance have failed, and that additional attempts to improve the faculty member's performance are unlikely to be successful.

The Department Head will prepare a full written account of the basis for proposing that tenure be revoked and that the faculty member be dismissed for cause. The report must include a detailed account documenting that minimum-acceptable levels of performance have and are not being met and that constructive attempts to correct the deficiency have failed repeatedly. The faculty member will have twenty (20) working days to prepare a rebuttal, which will be submitted, to the Department Head. The Department Head, after reviewing the faculty member's response, must choose within five days to continue the process of working with the faculty member in hopes of having the faculty member meet minimum-acceptable levels of performance or to submit his/her report and the faculty member's rebuttal to the Departmental tenured faculty for review and vote for revocation of tenure and dismissal for cause is warranted.

The Department Head's report and the faculty member's rebuttal (if provided) will be submitted for review by all tenured faculty. The Department Head and faculty member must be given the opportunity, but are not required, to address the tenured faculty members. The tenured faculty, acting as a committee of the whole, will consider and discuss the evidence the Department Head has provided and the faculty member's written response. A faculty member who has been elected by a majority vote will serve as presiding officer. The tenured faculty may ask questions which the Department Head and faculty member may answer if they wish. A vote of two-thirds or more of all tenured faculty is necessary for revocation of tenure and dismissal for cause.

The re-initiation of this procedure by the Department Head against the same faculty member can only occur after a period of not less than one (1) year following completion of the previous faculty review and vote. It is expected that during this time the Department Head will have undertaken additional steps to improve the faculty member's performance.

Ultimately, the decision to dismiss a tenured faculty member for chronic low achievement will be made by the Dean of the College. These procedures are explained in C 31.5 through C 31.8 of the *University Handbook*. If this decision is made, the faculty member will be given one more year of employment at Kansas State University. During this time, the faculty member may appeal the decision of the Dean by following procedures specified in the *University Handbook*.

Professorial Performance Awards

The following information would be added to the annual review document.

Professors who believe they meet the criteria for the Professorial Performance Award as given in section C49 of the faculty handbook may choose to apply for the award at the same time they submit annual evaluation materials.

Applicants for the award must submit: 1) a letter stating that the faculty is applying for this award, and how they met the “sustained productivity” criteria in step 2 of the departmental process described below, 2) a full vitae for the faculty member, and 3) a document, using the same structure as the annual performance review document, that summarizes the faculty member’s accomplishments over the past 6 years.

The required review based on C49 of the Faculty handbook serves as the basis for the departmental process. *Italics* indicate statements taken directly from section C49 in the faculty handbook:

- 1) The candidate must be a full-time professor and have been in rank at Kansas State University for at least six years since the last promotion or Professorial Performance Award. This step in the process is verified by the candidate and department head.
- 2) The candidate must show evidence of sustained productivity in at least the last six years before the performance review. Criteria for this step are based on the annual review process. Candidates must submit a letter stating how they met these criteria, and the department head will certify it. The candidate must have received annual reviews of “meets expectations” or “exceeds expectations” in each area in which tenths are assigned. In addition, the candidate must have “exceeded expectations” in at least 1 major category of assignment (i.e., teaching, research, or extension) a minimum of 4 times in the past 6 years.
- 3) The department head will provide the required certification from step 2, along with the candidate’s other application materials, to the Department’s Promotion and Tenure Committee at least one week before the promotion and tenure committee meets.
- 4) The candidate’s productivity and performance must be of a quality comparable to that which would merit promotion to professor according to the current approved departmental standards. To meet this criteria the department promotion and tenure committee, including associate professors and professors, will meet and discuss the candidate’s file using the department’s promotion guidelines for full professor as the review criteria (except that no outside evaluations shall be solicited nor shall be used in this review). After the discussion, members of the promotion and tenure committee will be given 1 week in which to make written comments and vote on the candidates qualifications. The department head will prepare a written evaluation of the candidate’s materials in terms of the criteria, standards, and guidelines established, along with a recommendation for or against the award. The Department Head’s letter will summarize the comments and vote from the Tenure and Promotion Committee and provide an independent judgment by the department head.

- 5) Each candidate for the award will have the opportunity to discuss the written evaluation and recommendation with the department head, and each candidate will sign a statement acknowledging the opportunity to review the evaluation. Within seven working days after the review and discussion, each candidate has the opportunity to submit written statements of unresolved differences regarding his or her evaluation to the department head and to the dean. A copy of the department head's written recommendation will be forwarded to the candidate.

- 6) The department head will submit the following items to the Dean of the College of Human Ecology:
 - a. A copy of the evaluation document used to determine qualification for the award,
 - b. Documentation establishing that there was an opportunity for the candidate to examine the written evaluation and recommendation,
 - c. Any written statements of unresolved differences concerning the evaluation,
 - d. The candidate's supporting materials that served as the basis of adjudicating eligibility for the award.

DEPARTMENT OF HUMAN NUTRITION

College of Human Ecology
Kansas State University

”The mission of the Department of Human Nutrition is to discover, disseminate, and apply knowledge to promote improved food choices, nutritional status, and well-being of people”

Documentation Guide for Promotion, Tenure and Reappointment

Approval Date September 30, 2005

Department Head Denis M. Medeiros

Dean Carol Kellett

Provost M. Duane Nellis

Date for Revision: **October 15, 2010**

**DEPARTMENT OF HUMAN NUTRITION
College of Human Ecology
Kansas State University**

Documentation Guide for Promotion, Tenure and Reappointment

INTRODUCTION

The Department must evaluate its members regularly in order to:

- help the Department Head provide feedback, commendations and constructive criticism to members,
- help in the determination of annual salary adjustments,
- provide information to non-tenured faculty in the probationary period,
- determine if a faculty member has earned the right to be tenured at Kansas State University (KSU), and
- determine if a faculty member has earned the right of promotion.

This document is a statement of the Department of Human Nutrition's policies, procedures, and criteria for reaching decisions on these important and complex issues. This document is based on information from the KSU *University Handbook*, the University's *The Handbook for Annual Evaluation of Unclassified Personnel* (1990), the University's *Effective Faculty Evaluation: Annual Salary Adjustments, Tenure and Promotion* (1992), and the *College of Human Ecology Documentation Guide for Tenure and Promotion* (1991). The *University Handbook* and *The Handbook for Annual Evaluation of Unclassified Personnel* are online at <http://www.ksu.edu/academic/services/fhbook/>. The updated yearly time table for any action relevant to any evaluation action is available online at <http://www.k-state.edu/academic/services/depthead/master.html>.

The award of tenure and promotion through the academic ranks depends upon a sustained high standard of performance. Tenure is not granted below the rank of associate professor. Assistant Professors are not tenured if not qualified for promotion. Tenure and promotion decisions are based on accomplishments and demonstrated excellence in the performance of assigned duties, which will include several of the following: teaching, research, extension, advising, professional activity, and service. In addition, the faculty will be evaluated on other factors: meeting department needs and objectives, and promoting cooperative working relationships.

CHARACTERISTICS OF AN EFFECTIVE FACULTY MEMBER

Faculty members contribute to the Department's overall mission in diverse ways. This diversity makes it difficult to measure each faculty's performance using the same criteria. Thus, it is the responsibility of each faculty member to substantiate his/her own particular expertise and accomplishments in his/her assigned responsibilities. Each faculty member is expected to contribute to the mission of the department, the college, and the university through teaching, research, extension, and service. The amount of time and emphasis by each person will vary. The burden of proof is on each faculty member to document the quality and quantity of his/her contributions.

PROCEDURES FOR PROMOTION AND/OR TENURE

Candidates at the assistant professor rank will normally be considered for tenure and promotion during the final year of the seven-year probationary period with application for tenure made at the beginning of the sixth year. If tenure is denied, the candidate has one more year available for employment at KSU. In exceptional cases, a candidate with outstanding records in research, teaching, extension and service may be considered for tenure at an earlier date. For persons appointed at the rank of associate professor or professor, the maximum probationary period for gaining tenure consists of five (5) regular annual appointments at KSU. A doctorate or other appropriate terminal degree is a prerequisite for holding the rank of assistant professor, associate professor or professor. Faculty members in the final year of probation will be automatically reviewed for tenure unless they resign. The request for an early tenure decision may be made either by the candidate submitting a written request to the Department Head by September 15, or by one of the tenured faculty with concurrence of the candidate, submitting a written nomination to the Department Head by September 15. Candidates also have yearly re-appointment reviews and a mid-tenure review that occurs during year 3 of their appointment as discussed below.

CANDIDATE'S RESPONSIBILITIES

The candidate assumes principal responsibility for collecting the information that demonstrates accomplishments. The candidate is encouraged to consult with the Department Head and senior tenured members of the faculty concerning the content and preparation of the promotion/tenure document. A candidate seeking promotion to a full professor provides the department with the names and addresses of external evaluators. .

FACULTY ELIGIBILITY TO VOTE

All faculty who hold a rank equal to or higher than the rank being sought by the candidate 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 there are fewer than three full professors eligible to vote on a candidate for promotion to a full professor, then full professors from outside the department may be asked by the department head to review, enter in the discussion, and vote on the candidate's application.

CALENDAR AND DEPARTMENT RESPONSIBILITIES

1. The candidate submits his/her tenure and/or promotion file to the Department Head by the date specified by the Dean's Office, College of Human Ecology. The Department Head will make these materials available for assessment by the eligible faculty by the latter part of October in the case of promotion or promotion and tenure. Re-appointments and the mid-tenure review are conducted in accordance with the time schedule specified by the Dean's Office on a yearly basis. For re-appointment and tenure and/or promotion, a vote of the eligible faculty is recorded. However, for mid-tenure review, there is no vote, but the faculty does discuss and submit comments pertaining to the candidate's overall progress toward tenure and promotion. The requirements and documentation for both the annual re-appointment review and the mid-tenure review are the same as for the tenure and promotion review discussed in this document. The annual re-appointment review is directed primarily on the preceding 12 month period since the previous review. The mid-tenure and tenure review are cumulative evaluations. It is recognized that the amount of accomplishments at the mid-tenure will not be as substantial as in the tenure evaluation year. Eligible faculty members will individually review the candidate's file, considering the department's criteria, standards, and guidelines for tenure and/or promotion. Eligible faculty members will meet as a group to review and discuss the candidate's application. Within five working days from that date, each eligible faculty member will submit a written ballot and any written comments to the Department Head. At the close of the voting period, the Department Head will open the ballots and record the vote. Voting faculty do not need to sign the ballot but every vote will be accounted for by the department's administrative assistant.

2. Letters from External Evaluators for promotion to a full professor. Persons outside the university who are recognized for excellence in the candidate's discipline or profession may be asked to participate as reviewers in evaluations for tenure and promotion (Faculty Handbook, C36.1). The Department of Human Nutrition requires letters from external reviewers for promotion to a full professor. The Department Head should provide each external evaluator with a written description of the candidate's responsibilities during the period being evaluated and pertinent materials from the candidate's file. Because outside reviewers are most likely to be familiar with and able to judge a candidate's research and other creative endeavor at a national or internationally level, and are likely to review only that area of performance, this aspect should be recognized and the review weighted accordingly. The value of outside reviews depends on the appropriate choice of objective reviewers. Comments from a candidate's former major professor, postdoctoral mentor or graduate school classmates are generally less persuasive and should, as a rule, be avoided. To provide a fair selection of outside reviewers, three names are usually suggested for selection by the candidate and three by the department head in consultation with the faculty with an equal number being asked from each list to review the candidate. When appropriate, comments are solicited from students and other faculty members and department chairs/heads in the college or university.

3. The Department Head independently evaluates the candidate's promotion/tenure document, the written recommendations of the eligible faculty, and the vote of the eligible faculty. The Department Head will then formulate an independent recommendation either supporting or failing to support promotion/tenure of the candidate. The Department Head will forward his/her written recommendation to the Dean of the College of Human Ecology. The results of the faculty vote and a written summary of the written recommendations/comments will be transmitted to the candidate, and to the voting faculty. Any written comments or recommendations submitted by the individual faculty evaluators are kept confidential from the candidate and other individuals except for the College Dean, College's

Promotion and Tenure Advisory Committee Deans Council, Provost, and President and the University Faculty Grievance Board, if necessary. The candidate's tenure and/or promotion file, including unedited comments from departmental faculty are forwarded to the College's Promotion and Tenure Advisory Committee. The Committee, in advising the Dean, will base its recommendation exclusively on a comparison of the candidate's credentials with the criteria, standards, and guidelines of the candidate's department. The Committee will report its findings in writing to the Dean. The Committee's report must specifically contain a statement as to whether or not all applicable procedures have been followed.

4. The College Dean, after consulting with the Department Head and the College Promotion and Tenure Advisory Committee and after discussing his/her recommendations with the Department Head and the College Promotion and Tenure Committee, will submit his/her written recommendation to the Deans Council accompanied by the recommendations and unedited written comments of the Department Head, the departmental faculty, and the College Promotion and Tenure Advisory Committee and the departmental tenure and/or promotion criterion documents, no sooner than seven calendar days following notification to the candidate of the College Dean's recommendations and the report of the College Promotion and Tenure Advisory Committee.

5. Option to withdraw. Prior to the time that the file and recommendations are forwarded to the Deans Council, a candidate may withdraw from further consideration for tenure and/or promotion by submitting to the Dean a written request for withdrawal. The request must be made not later than seven (7) days after the candidate receives written notification of the Dean's and College Promotion and Tenure Advisory Committee recommendations.

Appeal Procedures.

1. If the finding of the Deans Council differs from those of the department and/or the College Dean, written justification must be provided as to how the candidate's credentials meet or fail to meet the departmental criteria, standards, and /or guidelines, to the candidate, dean of the candidate's college, and the department head. If the finding of the dean's council is to not grant tenure and/or promotion, the candidate may appeal this decision to the provost within a period of fourteen calendar days of receiving notification. If the provost concurs with the finding of the deans council, the candidate then has the option of filing a grievance with General Faculty Grievance Board.

2. A process for registering and hearing grievances is found in Appendix G of the Faculty Handbook of Unclassified Affairs and University Compliance <www.ksu.edu/uau/fhbook/> All efforts should be made by the aggrieved person and the person's immediate, or one-level higher, supervisor to resolve the issue prior to a grievance being formally filed. An ombudsperson will be available for advice, counseling, and perhaps mediation during this phase of the issue resolution.

ACTIVITIES TO BE DOCUMENTED FOR TENURE AND PROMOTION

The candidate must demonstrate growth and improvement over the probationary period. In addition, a candidate's pattern of performance over the probationary period should yield a high degree of confidence that the candidate will continue to develop professionally. Evaluation decisions related to tenure and promotion will be based upon the following criteria:

I. TEACHING:

Teaching involves the transmittal of knowledge and is based on sound scholarship, continued intellectual growth, the ability to communicate effectively, concern for students as individuals, and academic integrity.¹

The College of Human Ecology and the Department of Human Nutrition further defines teaching as a multifaceted activity made up of five (5) components: command of subject matter, classroom teaching, non-classroom instruction, teaching materials development, and course and curriculum development.²

The teaching requirements in the Department of Human Nutrition typically require that a faculty member teach undergraduate and/or graduate courses. All members of the Department are expected to assume a fair share of teaching responsibilities. To be considered for promotion and/or tenure, the candidate will typically have taught assigned courses successfully.

Advising students is an important responsibility of the teaching faculty and to some extent, faculty in extension

who advise graduate students. Moreover, faculty members are expected to act as more than mere guides through routine scheduling difficulties, such as signing forms in order to 'drop' and 'add' classes, and are to serve as a direct link between the students and the University. Further, it is assumed that the faculty will assist an individual student throughout the student's entire undergraduate academic career.¹ The Department of Human Nutrition faculty also may be involved in formal or informal advising of undergraduate and/or graduate students. Advising may be conducted on a one-to-one basis or in a group setting. Advisors should be knowledgeable about the mission of university education, the mission of the college, the mission of the department, and its relationship to professional preparation.

EXAMPLES OF TEACHING ACTIVITIES³

Instructional Activities

A. Classroom Instruction

- Teaches courses with a command of the subject matter
- Demonstrates ability to organize material and present it with logic and conviction
- Participates in faculty development activities related to teaching responsibilities
- Develops or provides new learning experiences
- Develops new learning materials
- Teaches a course for the first time
- Publishes a textbook or chapter in a textbook

B. Non-Classroom Instruction

- Arranges, supervises, and evaluates student practicum and internships
- Plans, supervises and evaluates student problems, readings, and independent study courses
- Aids colleagues and students in instructional activities
- Presents guest lectures, shares materials or provides consultation for other courses
- Assists students in preparing papers or projects for competition or publication

C. Curriculum

- Contributes to curriculum development and revision
- Develops a new course
- Incorporates new technologies with instruction
- Creates new general education courses

D. Instructional Innovation

- Shows capability to bring students to a higher level of understanding
- Integrates research into undergraduate courses
- Uses innovative methods of measuring student learning outcomes
- Correlates classroom learning to practical problems
- Demonstrates evidence of teaching toward scholarship
- Uses creative application of concepts and applies empirical methods to problem solving

E. Graduate Faculty

- Serves as major professor: supervises graduate student research for the thesis or dissertation and develops, administers, and evaluates written and/or oral preliminary examinations.
- Participates in the oral defense of a thesis or dissertation
- Attends graduate faculty meetings at the department and college levels
- Submits questions for graduate students written examinations and evaluates answers
- Participates in the oral examination of non-thesis graduate students or the oral examination component of doctoral students' preliminary exams
- Serves as an outside chairperson for the Ph.D. oral defense of a dissertation
- Serves as a mentor for professional development of graduate students

F. Academic Advising Activities

- Helps students plan their class schedule each semester as well as their overall programs of study, e.g., choice of electives, substitutions
- Is available to advisees during office hours and appointment times.
- Provides accurate information to students
- Advise other students upon request, i.e., students not assigned to the candidate for advising
- Counsels students regarding career planning and graduate education (professional development)
- Helps students with transition to work or professional/graduate study

Documentation of Teaching

In preparing evidence of competence in teaching, candidates should document their performance using the form suggested in the KSU Promotion and Tenure Procedures <http://www.ksu.edu/academic/services/fhbook/>. These forms are also in the Department of Human Nutrition Tenure, Promotion and Reappointment Policy Handbook, <http://www.k-state.edu/academic/services/add/humecol/human/>. The following list identifies types of information which could be used to document teaching competence, **which are to be considered by the tenure and promotion committee.**

- Percentage of time assigned to teaching (average over period evaluated)
- List of all courses taught by number, name, credit hours, contact hours, and enrollment
- Course materials (syllabi, project assignments)
- Computer summary sheets from KSU student evaluations (required for every course taught).
- Copies of all student comments on evaluation forms.
- Examples of students' work.
- Unsolicited letters from students, peers, and others observing the candidate's teaching.
- Nominations and awards for teaching.
- List of guest lectures given, expert consultations, or shared materials
- Evidence of use of materials beyond own classes, e.g., inclusions of materials in books, adoptions of texts, request for use by other faculty
- Examples of creative use of instructional media in classes
- Development of a new course
- Contributions to curriculum development and revision
- Teaching evaluations by several peers over an interval of time
- Percentage of time assigned to advising (average over period evaluated)
- Number of undergraduate, M.S., Ph.D. students advised
- Description of advising activities
- Evidence of advising effectiveness
- Description of advising activities
- Lesson plans
- Learning theories employed

Assessment by the department will address these questions:⁴

- ✓ Is the candidate teaching subject matter which is appropriate content and rigor for the courses taught?
 - ✓ Is the candidate teaching information that is congruent with the mission of the department?
 - ✓ Is the syllabus for the course comprehensive and developmentally appropriate?
 - ✓ Are the assignments, projects and exams at an appropriate level for the course?
 - ✓ Is the candidate teaching in a way that is considered to high quality instruction?
 - ✓ Is the candidate actively and productively addressing issues which could improve the quality of teaching in the department?
 - ✓ Does the candidate seem to be communicating effectively with students?
 - ✓ Is the candidate helpful to other faculty in their teaching efforts?
 - ✓ What is the candidate's teaching development activities for this period?
 - ✓ Does the candidate have a good command of the subject matter taught?
 - ✓ How has the candidate accomplished instructional innovation?
 - ✓ Does the candidate have an understanding of how his/her course(s) contribute to the overall curriculum?
 - ✓ Does the candidate present evidence of competent and accurate advising?
 - ✓ Is the candidate available to students during office hours and appointment times?
 - ✓ How has the candidate counseled students in employment procurement?
 - ✓ How has the candidate counseled students for a career or advanced education?
- If appropriate, questions about graduate advising:
- ✓ How has the candidate competently worked as a major professor?
 - ✓ Has the candidate participated in the oral defense of a thesis or dissertation?
 - ✓ Do the students graduate on time?
 - ✓ What is the quality of the Ph.D. students' research?
 - ✓ What is the evidence of participation of graduate advising activities other than as a major

professor?

In the weighting of information from above, student evaluations should not be the only criteria used to assess teaching effectiveness. Peer evaluation by the Tenure and Promotion committee of materials submitted by the candidate shall be another consideration. The faculty member's teaching philosophy, syllabi, example projects and assignments, appropriate use of instructional technology, development of new courses or major updates of course content as research information and nutrition policies develop are all factors to consider in the process.

A final component evaluating teaching effectiveness includes classroom visitations by a tenured faculty member or department head. Visits shall be scheduled in advance with the instructor and the instructor should provide the topic to be addressed on that particular day. If possible, there should be more than one visit in a semester to the same course. The purpose of the visit is to give feedback to the instructor quickly as to make improvements in addition to evaluation. The evaluation may be written in paragraph form or a checklist may be used. Peer evaluation by the department head will be conducted during year 1 for new non-tenured faculty for one class. The department head will conduct additional evaluations at years 3 and 5. The latter two periods coincide with mid-tenure and tenure review. In addition, one other faculty member will conduct an evaluation at years 3 and 5. That faculty member will be selected by the instructor in consultation with the department head. The department head and faculty evaluator will use a form that asks specific questions and observations (Form A). The faculty member being evaluated will fill out a self-assessment form (Form B) for the day they are being evaluated and return that form before receiving the evaluators ratings. The evaluator should note information such as whether the instructor was punctual for class, made efficient use of class time, made objectives for the day clear, whether there was a sense of confusion on the part of students or instructors, enthusiasm for the subject matter, appropriateness of content delivered, using questions of students to stimulate critical thinking among other questions. In the review, a summary of helpful suggestions should also be made if appropriate. Copies of the evaluation will be made to the tenure and promotion committee. It is the responsibility of the instructor to arrange for the peer and department head evaluations of each course taught on for the time periods indicated above.

Summary of Expectations

The Candidate for promotion to associate professor with tenure must demonstrate involvement in teaching and the quality and effectiveness of his/her teaching. The candidate for promotion to the rank of professor must provide evidence of a sustained record of excellence in teaching, as well as evidence of serving as a role model for less senior faculty, for students/ clientele, and for the profession. Serving as a role model reflects leading or guiding others such that they benefit from, or attain, teaching excellence.

II. RESEARCH, SCHOLARSHIP, AND OTHER CREATIVE WORK

Research, scholarship, or creative endeavor: To earn tenure, a candidate must display a productive and creative mind through published research, or/and creative projects, to be judged for quality as well as for quantity and consistency. In the Department of Human Nutrition, major emphasis is placed on peer refereed articles in strong, professionally recognized journal in the field. Published abstracts are not considered peer refereed articles. Types of articles may vary depending on the thrust of the position. Most candidates should show convincing evidence of 1) continuously being engaged in research or other creative activity of high quality and significance that 2) leads to publication of original research articles. When documented as part of the faculty's appointment, published research review articles may be more appropriate. When a candidate's work is done in collaboration with others, documentation as a primary contributor or corresponding author should be provided so that evaluators can establish the candidate's role and contribution in the joint effort.¹

The College of Human Ecology further defines research as the generation of relevant information or knowledge, the analysis or synthesis of existing knowledge, and the application of knowledge to practical problems. Evidence includes: research projects, grants, and contracts; refereed publications or competitions; research presentations or creative contributions; and recognition.² The Department of Human Nutrition supports this definition. However all faculty, regardless of appointment, should have demonstrated the ability to publish in refereed journals; including work conducted during the evaluation period. In some areas of the department, the impact factor of a journal may be presented as an indicator of research quality. This is

especially appropriate for the more basic nutrition sciences where impact factors have a significant impact on national recognition.

Candidates also should show the ability to write grant proposals and secure funding to support research and scholarly endeavors. In cases where funding from off-campus entities are not received, evidence of good-faith efforts to revise and resubmit or write new proposals should be demonstrated.

EXAMPLES OF RESEARCH, SCHOLARSHIP, AND OTHER CREATIVE WORK³

- A. Refereed Publications
- B. Other Publications, Competitions, or Patents
 - Authors refereed extension publications and media materials
 - Wins a juried regional or national competition
 - Publishes in non-refereed sources, e.g., research monographs, chapter in textbook, book, lay publications, trade publications, numbered extension bulletins, and media material
 - Develops a patentable products or processes
- C. Research Projects, Grants and Contracts
 - Conduct research and /or creative endeavors
 - Works in cooperative endeavors with other researchers or those doing creative activities
 - Writes research and grant proposals to apply for funding
 - Receives outside funding for a research project, extension project, or other creative endeavor
 - Receives university funding for a project, including Agriculture Experiment Station competitive funds
 - Administers research grants
 - Supervises and trains support staff and students in research
 - Mentors students, research associates, and junior faculty in research
 - Provides research support and consultation to other members of the department
 - Participates in K-State Research and Extension Action Team(s)
- C. Research Presentation or Creative Contributions
 - Has research paper reviewed and accepted for presentation at professional conferences
 - Presents research or position papers or workshops at a professional conferences
 - Develops laboratory procedures, computer software, or other technologies
- D. Recognition (demonstrated impact on the discipline)
 - Works are cited by other researchers
 - Receives prizes or awards for research/scholarly efforts
 - Attains and/or retains membership on graduate faculty
 - Develops a reputation for high quality research

Documentation of Research and Creative Activities

In preparing evidence of competence in research and creative activity, candidates should document their performance using the forms suggested in the KSU Promotion and Tenure Procedures <http://www.ksu.edu/academic/services/fhbook/>. These forms are also in the Human Nutrition Tenure, Promotion and Reappointment Policy Handbook, <http://www.k-state.edu/academic/services/add/humecol/human/>. The following list identifies information that could be used to demonstrate competence in research and creative activities.

- Percentage of time assigned to research (average over period evaluated)
- Number, complexity, and quality of current research projects and whether projects are independent faculty research, cooperative or team research, or graduate student research
- Source and amount of funding for research projects and (external or interior) including Agriculture Experiment Station (AES)
- Copies of all articles published during relevant period
- List of professional consultations and contributions to other researchers, including equipment and financial support
- Unsolicited outside letters of support from experts in the field
- Published critical evaluations of the candidate's work
- List of research presentations, audience, and content summary
- Awards for research or creative endeavors; copies of articles or other materials that cite or discuss the

- importance of the faculty's work or contributions.
- Evidence of consultation and/or collaboration with other scholars or researchers
- Evidence of expert opinions or as an expert witness
- List of former and current students and the current status of each of them

Assessment by the department will address these questions:⁴

- ✓ Does the candidate show a strong scholarship effort as an individual?
- ✓ Does the candidate show a strong collaborative research effort with other faculty?
- ✓ Is the candidate cited by his/her colleagues at KSU or other institutions as providing important contributions to the advancement of human nutrition?
- ✓ What are the accomplishments of current students and graduate students?
- ✓ Has the candidate been invited to testify regarding research/public policy?
- ✓ What awards, prizes or other recognition for research or scholarly activities has the candidate received?
- ✓ Does the candidate's research have a regional, national or international reputation?
- ✓ Is the candidate's research congruent with the departmental mission?
- ✓ Does the candidate show evidence of successfully securing outside funds to sustain research programs?

Summary of Expectations:

The candidate for promotion to associate professor with tenure must demonstrate competence as an independent researcher with evidence of sustaining productivity which contributes to a body of knowledge embraced in the department's mission. The candidate for promotion to professor is expected to provide convincing evidence of a sustained record of excellence in scholarship, as well as evidence of serving as a role model for less senior faculty, for students and for the profession. A sustained record of scholarship excellence is reflected through a significant body of scholarship which is recognized nationally or internationally.

III. EXTENSION

Extension work is based on sound scholarship, continued intellectual growth, and the ability to communicate. It includes keeping abreast of the latest research and technology, to identifying and helping solve clientele problems, being sensitive to informational needs, and capitalizing on the "teachable moment."¹

The role of Extension education in the College of Human Ecology is to serve the families and individuals in Kansas with current, research-based information that helps to improve the quality of lives and communities. Each educational program should address one or more of the current long term intended outcomes, which are identified as matters of wide public concern and often reflect complex human problems. An Extension Program is defined as a planned series of educational efforts such as activities, events, and/or materials that focus information to address issues and goals of a targeted audience, which leads to improvements in attitude, knowledge, skills, or behaviors.

The Department of Human Nutrition in the College of Human Ecology further defines extension work done in the College as the development, preparation, delivery, and evaluation of programs developed for audiences of the K-State Research and Extension. The emphasis of extension will vary with each faculty member's assignment.

EXAMPLES OF EXTENSION ACTIVITIES³

Extension Activities

A.. Program Planning

- Participates in formal planning process.
- Coordinates with local agents, multi-county specialists, area specialists, and/or other state specialists to identify and document needs for education programs
- Conducts clientele and/or agent surveys to assess local needs
- Uses appropriate state and national data to assess needs

- Collaborates with individuals in other organizations, or in other states
 - Participates in interdisciplinary programming planning
 - Participates in K-State Research and Extension Action Team(s)
 - Communicates to the Department and College any research needs identified by clientele, and in turn, helps communicate research results back to the clientele
 - Obtains funding from internal and/or external sources to support program efforts and research needs
- B. Education/Program Materials
- Prepares new educational materials and /or adapts or adopts research and evidence-based materials from other states to meet client needs in Kansas
 - Contributes to materials developed by an interdisciplinary team
Examples of materials include:
 - Curriculum and/or teaching guides, fact sheets and bulletins
 - Multi-media presentations
 - Home study courses and/or correspondence courses
 - Computer programs/simulations/data bases
 - Web-based instructional information
 - Publications in professional journals
 - Radio, newspaper, and newsletter articles
- C. Program Teaching/Delivery and Support
- Delivers in-service training to county agents and/or other professionals who in turn train volunteers and/or teach intended audiences
 - Delivers programs to clientele groups
 - Responds to questions and needs of county agents and clientele groups through consultation, phone calls and forwarding of requested support materials
 - Prepares newsletters and/or web-based information to support county program work and to strengthen capabilities of county agents
 - Delivers electronic media programs
 - Gives presentations at state and national levels
- D. Program Evaluation/Accountability
- Integrates an evaluation component into overall program design, including formative and summative evaluation
 - Distributes questionnaires, surveys and solicits feedback to assess programs
 - Prepares and collects evaluation cards/questionnaires from home study course participants, training manual/notebook users
 - Conducts in-depth, formal impact assessment studies
 - Prepares impact reports for K-State Research and Extension and other reports as needed
 - Administers specially funded projects effectively and prepares reports and documentation as required
 - Communicates program results to decision makers and others as appropriate
 - Publishes relevant information or findings pertaining to extension activities in referred journals and/or other professional journals.

Documentation of Extension Activities

In preparing evidence of competence in extension activities, candidates should document their performance using the form suggested in the KSU Promotion and Tenure Procedures <http://www.ksu.edu/academic/services/fhbook/>. These forms are also in the Department of Human Nutrition Tenure, Promotion and Reappointment Policy Handbook. <http://www.k-state.edu/academic/services/add/humecol/human/>. The following list identifies types of information which could be used to document competence in extension programming.

- Percentage of time assigned to extension (average over period evaluated)
- Evidence of programs planned, audience, and funding source
- Evidence of programs presented, audience, content, and evaluations
- Copies of educational materials developed
- Evidence of program effectiveness, evaluation research data
- Evidence of published information or findings

Assessment by the department will address these questions:⁴

- ✓ Are the candidate's materials and programs congruent with the missions of the department and of K-State Research and Extension?
- ✓ Do these programs and materials address current K-State Research and Extension Long Term Intended Outcomes?
- ✓ Has the candidate produced quality, outcome based materials that are appropriate for the target audience?
- ✓ Have programs that the candidate has developed or delivered contained information that advances clientele knowledge and is supported by research in the field?
- ✓ Has the candidate done quality assessment/surveys/questionnaires of program effectiveness?
- ✓ Has the candidate communicated impact of educational programs?
- ✓ Has the candidate used electronic and other forms of media in appropriate ways?
- ✓ Does the candidate show a strong collaborative extension effort with other faculty?
- ✓ Does the candidate's extension work have a regional, national or international reputation?
- ✓ What recognition has the candidate received?
- ✓ Does the candidate show a strong scholarship effort as an individual?

Summary of Expectations:

The candidate for promotion to associate professor with tenure will demonstrate evidence of programming that is effective to the clientele. The candidate will address the needs of Kansas families and/or individuals that are identified in the current K-State Research and Extension Plan of Work and the long term intended outcomes. The candidate for professor will demonstrate evidence as a national leader in extension programming and as a role model. Serving as a role model reflects leading or guiding others such that they benefit from, or attain, excellence for extension.

IV. SERVICE

The Department of Human Nutrition in the College of Human Ecology considers service to be made up of several components including: professional activity, public and institutional service. In all areas, a sense of collegiality should be fostered. Faculty members should work to promote positive working relationships within the department, the college, and throughout the university and their profession.

Professional activity includes consulting, civic, governmental, or industrial service or meaningful participation in the activities of professional societies.¹ In the Department of Human Nutrition in the College of Human Ecology professional activity consists of three components: leadership and other contributions to the profession, professional practice, and professional development.

Public and institutional service involves making information, knowledge, and ideas available to the general public. Institutional service involves activities essential to the operation of the University, such as contributions to the formulation of academic policy and programs and service on the Faculty Senate and committees of the councils of the university.¹

EXAMPLES OF PROFESSIONAL ACTIVITIES³

- A. Leadership and Other Contributions to the Profession
 - Holds an elected or appointed office in a state or national academic or professional association /organization
 - Serves as a committee member for a professional or academic association at the local, state regional, national, or international level
 - Serves as a peer reviewer of articles/manuscripts/proposals submitted to referred journals, book publishers, public/private funding sources, or papers/abstracts for inclusion in proceedings and/or presentation at a professional meeting, etc.
 - Serves as a journal editor, editorial board member, or review committee member of a professional organization, university, or government licensing/accreditation/certification body/agency
 - Serves as an organizer of workshops, panels, or meetings in areas of professional competence.
 - Presents papers, workshops, round-table discussions, symposia, or exhibits at professional meetings
 - Provides professional service for colleagues and profession, e.g., writing or presenting position papers

- B. Professional Practice
 - Serves as a professional consultant to public or private organization; collaborate in efforts with outside agencies
 - Represents the profession in public forums, e.g., expert testimony
- C. Professional Development
 - Maintains professional subject matter credibility/competence through professional development activities related to teaching, research, and extension
 - Participates in professional meetings

EXAMPLES OF INSTITUTIONAL AND PUBLIC SERVICE ACTIVITIES³

A. University Service Activities

Departmental Service

- Serves as member or chair of departmental committees
- Advises/supports student interest group or other organizations in a department
- Assists or participates in department-sponsored activities, e.g., brown-bag seminars, departmental career fairs, etc.
- Cultivates productive relationships with outside agencies, i.e., businesses/industries/organizations/individuals
- Attends and participates in departmental faculty meetings
- Attends departmental graduate faculty meetings, if appropriate
- Actively participates in recruitment/retention activities
- Serves on search committees

College Service

- Serves as member or chair of Human Ecology/Faculty Council
- Serves on the College Academic Affairs Committee
- Serves on the College Faculty Affairs Committee
- Serves on the College Student Affairs Committee
- Serves on other ad hoc committees of the College as they are formed
- Serves as member or chair of college or K-State Research and Extension committee or task force
- Attends college faculty meetings
- Serves on Open House committees(s)
- Advises/supports student activity/organization
- Participates in recruitment/retention activities, e.g., careers day/counseling prospective students
- Participates in alumni activities, e.g., alumni annual meeting
- Assists in fund-raising for college, e.g., telefund
- Supports college activities, attending commencement, scholarship reception, etc.
- Serves on search committees

University Service

- Holds a major university office, e.g., faculty senate president, presidential search committee, etc.
- Serves on faculty senate
- Serves as member or chair of university committee or task force
- Serves as member or chair on graduate council

Communication

- Promotes positive working relationships within the department, the College, and throughout the University
- Builds collaborate efforts with colleagues in the department, college and/or university

B. Public Service

Community Development

- Holds elective or appointed office in a community organization or service club
- Actively serves as a member of a community organization or service club
- Implements a project to enhance community

Presentations

- Gives talks/lectures/workshops to public on area of expertise
- Represents scientific interests in public forums

- Writes articles for popular publications based on expertise or research data
- Prepares information for recruitment brochures
- Serves as resource/gives interviews/appears or discuss for media as an expert

Documentation of Service

In preparing evidence of competence in service, candidates should document their performance using the form suggested in the KSU Promotion and Tenure Procedure

<http://www.ksu.edu/academic-services/fhbook/>. These forms are also in the HN Tenure, Promotion and Reappointment Policy Handbook, <http://www.k-state.edu/academic-services/add/humecol/human/>. The following list identifies types of information which could be used to document service competence.

- Percentage of time assigned to service (average over period evaluated)
- List of professional memberships, committee assignments, offices held, etc.
- Documentation of professional development activities
- List of reviewing activities, e.g., journals, article topics, dates, etc.
- Letters from persons who have chaired committees or who have been in charge of organizations receiving the services.
- Documentation of special recognition (prizes or awards) of service activities
- List of participation in department, college and university activities
- List of committee memberships, time required, and contributions made to university
- Documentation of presentations: include audience, topic, and outline of content

Assessment by the department will address these questions:⁴

- ✓ Are the candidate's activities relevant to the mission of the university, college and department?
- ✓ Are the candidate's activities helping to bring national prominence to the department?
- ✓ What has the candidate completed for his/her professional development?
- ✓ What special recognition has the candidate's service received?
- ✓ What offices or committee leadership responsibilities has the candidate held?
- ✓ Has the candidate actively supported the department, college, and university through service?
- ✓ What activities has the candidate undertaken that would be considered recruitment/retention efforts?
- ✓ Does the candidate show evidence of positive communication?

Summary of Expectations:

The candidate for promotion to associate professor with tenure must demonstrate quality and effective involvement in service, and can be reasonably expected to continue a program of effective service consistent with the mission of the department. The candidate for promotion to the rank of professor must provide convincing evidence of a sustained record of excellence in service, as well as evidence of serving as a role model for less senior faculty, for students/ clientele, and for the profession. A sustained record of service excellence is reflected through a consistent record of service activities and leadership roles related to one's academic interests and expertise.

Notes:

¹ KSU University Handbook. The Kansas State University Handbook, Section C (updated 1999 and online at <http://www.ksu.edu/academic-services/fhbook/> has the complete KSU policies for Faculty, Employment, Tenure and should be read by candidates for tenure, promotion or reappointment.

² Document Guide for Tenure and Promotion, College of Human Ecology, (February 8, 1991), p 1.

³The candidate is not expected to have accomplished all examples that are listed in each category. Those that are listed are considered as guidelines. The candidates are expected when applying for steps in rank to have increased significantly in quality and quantity of accomplishments. Please note that the Department of Human Nutrition has established an expectation in each category.

⁴The questions provided in the assessment by the department at the end of the category are only guidelines. Not all questions apply.

The forms listed below are those prescribed by the Faculty Senate Handbook and are available on the K-State web site. <http://www.ksu.edu/academicservices/fhbook/>

Promotion and Tenure Documentation

Recommendation for Promotion and Tenure

Description of Responsibilities During Evaluation Period

Statement by Candidate–Statement of Candidate Accomplishments

Statement by Candidate–Statement of Five-Year Goals

Summary of Candidate's Instructional Activity

Summary of Candidate's Instructional Quality

Other Evidence of Scholarship and Creativity in Instruction

Research and Other Creative Activities

Research and Other Creative Activities

Research and Other Creative Activities

Service Contributions

Cooperative Extension

Ballot for Promotion

Ballot for Tenure

Ballot for Reappointment

and the Policy for Chronic Low Achievement, *Minimum Performance Standards and Procedures for Addressing Performance Deficiencies*, (1999) is available on <http://www.k-state.edu/academicservices/add/humecol/human/>

FORM A

Peer Teaching Evaluation Form Department of Human Nutrition

Name of Instructor Evaluated: _____

Date evaluated: _____

Name of Evaluator: _____

Course Number: _____

Title of Course: _____

Day(s) and Time of the Course: _____

Approximate Number in Class the day of
evaluation: _____ <25 ___ 25-70 ___ >70

Was the days plan lecture, discussion, or small group oriented or a mix?

Directions to the Evaluator: As a peer evaluator of your colleague, keep in mind that this is an evaluation and not a recommendation. The intent of the evaluation is to provide professional feedback by you, a peer, to the instructor to help develop the faculty's full potential as an outstanding instructor. The evaluator should point out what the instructor is doing very well so as to encourage and continue certain practices. At the same time, the evaluator needs to make recommendations that are helpful in improvement. Below are some questions that will help you assess the teaching effectiveness:

Questions to address in evaluation:

1. Was the instructor on time for class? Yes _____ No _____

2. Was time spent efficiently?

3. Were the objectives for the day's activities made clear?

12. Other issues or observations of note:

OVERALL SUMMARY OF EFFECTIVENESS AND SUGGESTIONS:

3. What aspects of your teaching that day would you retain or thought were your best moments?

4. Please offer your overall self-assessment of your performance of that day and any other information that would be helpful.

**MINIMUM PERFORMANCE STANDARDS
AND
PROCEDURES FOR ADDRESSING PERFORMANCE
DEFICIENCIES**

**Department of Human Nutrition
College of Human Ecology
Kansas State University**

Approved: November 1, 2005
Revision Date: October 2010

Denis M. Mederios Department Head

Carol Kellett Dean

M. Duane Nellis Provost

INTRODUCTION:

As required and described by sections C 31.5 to C31.8 of the KSU University Handbook, the Faculty of the Department of Human Nutrition have established the minimum acceptable level of faculty performance for its faculty and the procedures to be followed prior to the revocation of tenure and dismissal for cause.

The collective strength of a Department's faculty is dependent on the abilities and level of a contribution that individual faculty provide toward meeting the Department's missions. It is expected that the contributions among faculty will vary both in area (teaching, research, extension, and service) and in level of performance. It is also normal that the contributions of an individual faculty member may change over time or be affected by circumstances beyond the control of the faculty member resulting in a decline in performance. In the situation of ill health, faculty should take formal sick leave and they will be evaluated for the time assigned.

The process of revocation of tenure and dismissal within the department will involve faculty peer review. Because the initial granting of tenure and promotion involves department faculty, it is also appropriate that they provide input regarding whether or not an individual faculty member's performance meets a minimum acceptable level of productivity.

The determination of below minimum-acceptable performance in any area must be judged relative to the resources provided to the faculty member and their area of expertise (as demonstrated by previous acceptable levels of performance). This determination must also be weighted against what would normally be expected from other faculty who have similar credentials and experience. Another consideration is whether the appropriate resources were provided that would allow a faculty member to meet minimum levels of performance.

Minimum Performance Standards

A tenured faculty member should demonstrate a competent level of instruction, research, extension, and/or service as assigned by the individual faculty member's appointment.. The proportion of these activities will be annually agreed upon in writing by the faculty member and the department head. The standards are congruent with those stated in the departmental promotion and tenure document and at the appropriate academic rank.

TEACHING

Tenured faculty who have a teaching appointment (tenths) are expected to participate in the following. To meet minimal acceptable levels, faculty should demonstrate several of the following:

- A. Classroom Instruction
 - Teach courses with a command of the subject matter
 - Organize material and present it clearly in a logical format
 - Develop new learning materials
 - Be on time for class
 - Hold regular office hours for students
 - Return class assignment results back to the students, including exams in a reasonable length of time
- Receives satisfactory student evaluations from TVALS, IDEA, or other approved evaluation instrument
- B. Non-Classroom Instruction
 - Arrange, supervise, and evaluate student practicums and internships
 - Assist students in preparing papers or projects for competition or publication
- C. Curriculum

- Contribute to curriculum development and revision
- Incorporate new technologies with instruction
- D. Instructional Innovation
 - Show capability to bring students to a higher level of understanding
 - Integrate research into undergraduate courses
- E. Academic Advising Activities
 - Help students plan their class schedule each semester as well as their overall programs of study, e.g., choice of electives, substitutions
 - Is available to advisees during office hours and appointment times.
 - Provide accurate information to students
- Advise other students upon request, i.e., students not assigned to the candidate for advising

SCHOLARLY ACTIVITIES/RESEARCH

Tenured faculty who have a research appointment are expected to be engaged in scholarly activities. To meet minimal acceptable levels, faculty should demonstrate several of the following:

- A. Refereed Publications
- B. Other Publications, Competitions, or Patents
 - Authors refereed extension publications and media materials
- Publishes in non-refereed sources, e.g., research monographs, chapter in textbook, book, lay publications, trade publications, numbered extension bulletins, and media material
 - Develops patentable products or processes
- C. Research Projects, Grants and Contracts
 - Conduct research and /or creative endeavors
 - Writes research and grant proposals to apply for funding
 - Supervises and trains support staff and students in research
 - Mentors students, research associates, and junior faculty in research
 - Provides research support and consultation to other members of the department
- D. Research Presentation or Creative Contributions
 - Has research paper reviewed and accepted for presentation at professional conferences
 - Presents research or position papers or workshops at professional conferences

Other acceptable evidence of scholarly activities may be mutually agreed upon between the faculty member and the department head.

EXTENSION

Tenured faculty who have an extension appointment are expected to be engaged in scholarly activities. To meet minimal acceptable levels, faculty should demonstrate several of the following:

- A. Program Planning
 - Participates in formal planning process.
 - Coordinates with local agents, multi-county specialists, area specialists, and/or other state specialists to identify and document needs for education programs
 - Collaborates with individuals in other organizations, or in other states
 - Participates in interdisciplinary programming planning

- Communicates to the Department and College any research needs identified by clientele, and in turn, helps communicate research results back to the clientele
- B. Education/Program Materials
- Prepares new educational materials and /or adapts or adopts research and evidence-based materials from other states to meet client needs in Kansas
 - Contributes to materials developed by an interdisciplinary team
- Examples of materials include:
- Curriculum and/or teaching guides, fact sheets and bulletins
 - Multi-media presentations
 - Home study courses and/or correspondence courses
 - Computer programs/simulations/data bases
 - Web-based instructional information
 - Publications in professional journals
 - Radio, newspaper, and newsletter articles
- C. Program Teaching/Delivery and Support
- Delivers in-service training to county agents and/or other professionals who in turn train volunteers and/or teach intended audiences
 - Delivers programs to clientele groups
 - Responds to questions and needs of county agents and clientele groups through consultation, phone calls and forwarding of requested support materials
 - Prepares newsletters and/or web-based information to support county program work and to strengthen capabilities of county agents
 - Gives presentations at state and national levels
- D. Program Evaluation/Accountability
- Distributes questionnaires, surveys and solicits feedback to assess programs
 - Conducts in-depth, formal impact assessment studies
 - Prepares impact reports for K-State Research and Extension and other reports as needed
 - Publishes relevant information or findings pertaining to extension activities in referred journals and/or other professional journals.

Other acceptable evidence of extension activities may be mutually agreed upon between the faculty and the department head.

SERVICE

Tenured faculty are expected to contribute to the university and/or the professional community in some service capacity. To meet minimal acceptable levels, faculty should demonstrate several of the following:

A. Departmental Service

- Serves as member or chair of departmental committees
- Advises/supports student interest group or other organizations in a department
- Assists or participates in department-sponsored activities, e.g., brown-bag seminars, departmental career fairs, etc.
- Cultivates productive relationships with outside agencies, i.e., businesses/industries/ organizations/individuals
- Attends and participates in departmental faculty meetings
- Attends departmental graduate faculty meetings, if appropriate
- Actively participates in recruitment/retention activities
- Serves on search committees

B. College Service

- Serves as member or chair of Human Ecology/Faculty Council
- Serves on the College Academic Affairs Committee
- Serves on the College Faculty Affairs Committee
- Serves on the College Student Affairs Committee
- Serves on other ad hoc committees of the College as they are formed
- Serves as member or chair of college or K-State Research and Extension committee or task force
- Attends college faculty meetings

- Serves on Open House committees(s)
- Advises/supports student activity/organization
- Participates in recruitment/retention activities, e.g., careers day/counseling prospective students
- Participates in alumni activities, e.g., alumni annual meeting
- Assists in fund-raising for college, e.g., telefund
- Supports college activities, attending commencement, scholarship reception, etc.
- Serves on search committees

C. University Service

- Holds a major university office, e.g., faculty senate president, presidential search committee, etc.
- Serves on faculty senate
- Serves as member or chair of university committee or task force
- Serves as member or chair on graduate council

D. Community/Professional Service

- Holds elective or appointed office in a community organization or service club
- Actively serves as a member of a community organization or service club
- Implements a project to enhance community
- Gives talks/lectures/workshops to public on area of expertise
- Represents scientific interests in public forums
- Writes articles for popular publications based on expertise or research data
- Prepares information for recruitment brochures
- Serves as resource/gives interviews/appears or discuss for media as an expert

Other forms of service may be mutually agreed upon between the faculty member and the department head.

PROCEDURES FOR ADDRESSING PERFORMANCE DEFICIENCIES:

Section C31.5 to C31.8 of the University Handbook provides guidelines for appropriate actions to be taken if a department head in consultation with departmental faculty determines that the performance of a faculty member falls below the minimum acceptable standards. This document describes procedures that will be followed internally before the matter is taken to the College Dean.

In order for a faculty member's overall performance rating to fall below the minimum, he/she must be deficient in at least two of the areas under the annual evaluation process (research, teaching, extension, and/or service) or deficient in one of these areas for two consecutive evaluation periods, unless it is determined by the Department Head that notable strengths in research and/or teaching outweigh the deficiencies.

If the Department Head determines that a faculty member fails to meet minimum standards, the Department head will provide a full written description of the area that fails to meet minimum levels of acceptable performance and the level of performance that is expected. The faculty member must be permitted the opportunity to respond in writing for the record. Together, the Department Head and faculty member are to develop a plan of action designed to correct the alleged deficiencies. This may include re-allocation of assigned time or appointment tenths. This plan must include specific expectations that are to be met, and what new resources will be provided if resources are available at the time. The goal is to provide a plan of action and/or resources that will allow the faculty member to exceed minimum acceptable performance.

If the faculty member does not agree with the Department Head's assessment of low achievement, he/she may request a peer review. The Department Head will appoint a committee of three tenured faculty members to review the faculty member's documentation in the area of perceived low achievement. The composition of the review committee should consist of faculty who have similar appointments. As an example, a person with an extension position should have at least one extension faculty member. If there are not enough departmental faculty who have a similar appointment, then the Department Head may select similarly assigned faculty from other departments within the College of Human Ecology. The committee may agree with the Department Head, the Faculty member, or provide an alternative plan.

An assessment regarding success in meeting minimum standards of performance (or progress towards this goal) will be provided to the Faculty member by the Department Head in subsequent written annual evaluations. If the faculty member fails to progress towards acceptable performance the Department Head will provide a written assessment that includes the corrective plan of action and evaluation of the specific reason(s) for lack of progress.

Dismissal for cause will be allowed to progress to a full review by all tenured faculty if in the judgment of the Department Head, a faculty member has two successive evaluations or a total of three evaluations in any five-year period in which minimum standards are not met, reasonable attempts to amend the faculty member's performance have failed, and that additional attempts to improve the faculty member's performance are unlikely to be successful.

The Department Head will prepare a full written account of the basis for proposing that tenure be revoked and that the faculty member be dismissed for cause. The report must include a detailed account documenting that minimum-acceptable levels of performance have and are not being met and that constructive attempts to correct the deficiency have failed repeatedly. The faculty member will have twenty (20) working days to prepare a rebuttal, which will be submitted, to the Department Head. The Department Head, after reviewing the faculty member's response, must choose within five days to continue the process of working with the faculty member in hopes of having the faculty member meet minimum-acceptable levels of performance or to submit his/her report and the faculty member's rebuttal to the Departmental tenured faculty for review and vote for revocation of tenure and dismissal for cause is warranted.

The Department Head's report and the faculty member's rebuttal (if provided) will be submitted for review by all tenured faculty. The Department Head and faculty member must be given the opportunity, but are not required, to address the tenured faculty members. The tenured faculty, acting as a committee of the whole, will consider and discuss the evidence the Department Head has provided and the faculty member's written response. A faculty member who has been elected by a majority vote will serve as presiding officer. The tenured faculty may ask questions which the Department Head and faculty member may answer if they wish. A vote of two-thirds or more of all tenured faculty is necessary for revocation of tenure and dismissal for cause.

The re-initiation of this procedure by the Department Head against the same faculty member can only occur after a period of not less than one (1) year following completion of the previous faculty review and vote. It is expected that during this time the Department Head will have undertaken additional steps to improve the faculty member's performance.

Ultimately, the decision to dismiss a tenured faculty member for chronic low achievement will be made by the Dean of the College. These procedures are explained in C 31.5 through C 31.8 of the *University Handbook*. If this decision is made, the faculty member will be given one more year of employment at Kansas State University. During this time, the faculty member may appeal the decision of the Dean by following procedures specified in the *University Handbook*.