SCHOOL OF FAMILY STUDIES AND HUMAN SERVICES

ANNUAL EVALUATION GUIDELINES
(Approved by Faculty Vote on 3/1/2013)

PROMOTION AND TENURE GUIDELINES
(Approved by Faculty Vote on 3/1/2013)

POST-TENURE REVIEW GUIDELINES
(Approved by Faculty Vote on 6/12/14)

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES *(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): 3/2018

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES*: 3/2018

Dorothy Durband, Director
Date signed (inclusion of Post-Tenure Review Guidelines): 11/13/2014

John Buckwalter, Dean
Date signed: 3/5/2015

April C. Mason, Provost and Senior Vice President
Date signed: 2/12/2015

*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.
Core Purpose of the School:

The School of Family Studies and Human Services provides high quality educational programs, training, and services; increases knowledge and skills through multi-disciplinary research, teaching, and scholarship; and contributes professional leadership; in order to enhance the quality of life for individuals and families in Kansas, the nation, and abroad.
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DOCUMENTATION GUIDE FOR APPOINTMENT, PROMOTION, AND REAPPOINTMENT: CLINICAL TRACK FACULTY

This section describes guidelines for clinical track faculty for appointment, promotion, and reappointment in the School of Family Studies & Human Services. Pertinent information from the University Handbook is indented here.

C12.2 Appointments at the rank of clinical assistant professor, clinical associate professor, and clinical professor. The primary responsibility for persons on these appointments will be teaching and clinical service. A component of the clinical appointment may include opportunity for scholarly engagement. Persons appointed to these positions should have credentials appropriate to the discipline. Clinical faculty are not eligible for tenure.

1. Clinical assistant professor, clinical associate professor, and clinical professor---term appointment. This appointment may be full-time or part-time clinical-track appointment. A term appointment carries no expectation of continued employment beyond the period stated in the contract. Service on a term appointment is not credited toward tenure, and the Standards for Notice of Non-reappointment do not apply.

2. Clinical assistant professor, clinical associate professor, and clinical professor---regular appointment. This may be a full-time or part-time track position. As such a clinical professor at any rank on a regular appointment is a member of the general faculty and is afforded all perquisites accorded to the general faculty, including Notice of Non-Reappointment (see Appendix A, University Handbook), with the exception that years of service on a regular appointment will not be counted toward tenure.

Persons appointed to these ranks may expect to be promoted on the basis of demonstrated individual merit in relationship to their association with the university's mission and within their discipline. Each higher rank demands a higher level of accomplishment consistent with the expectations based on the specific criteria, standards, and guidelines that follow.

Recommendations for appointment, reappointment, annual evaluation, and promotion shall be made according to the guidelines and procedures described in the University Handbook (see Section C). Persons appointed to clinical assistant professor positions will receive annually renewable one-year contracts. Those persons appointed to clinical associate professor positions will receive annually renewable three-year contracts. Those persons appointed to clinical full professor positions will receive annually renewable five-year contracts. Notice of Non-reappointment for these appointments must be given 12 months before the end of the contract. (FS 6-14-05 /BOR 1-19-06/BOR 1-19-12).

Initial clinical-track faculty nomination recommendations will be made to the School Director and the Dean of Human Ecology by a representative peer review committee of the School, appointed by the School Director. Members of this committee will represent each of the units
that provide clinical instruction and services within the School, and each will serve for a three-year term.

**TRANSFERS BETWEEN CLINICAL-TRACK AND TENURE-TRACK APPOINTMENTS**

Faculty may transfer one-way from tenure-track to clinical-track or from clinical-track to tenure-track appointments (BOR:1-19-06). Transfer approval is determined by a vote of the school faculty at equal or higher rank to the faculty member under consideration, and by recommendation of the Director of The School of Family Studies & Human Services. Final approval is determined by the Dean.

**GENERAL CRITERIA FOR CLINICAL-TRACK FACULTY**

Most professional programs require the use of practitioners in the field to prepare students for the practice of their profession. To that end, clinical faculty at Kansas State University are educator-practitioners in the health and other professions who have a background in their disciplinary area and who may also practice the discipline in a work setting. The goal of these positions is to enhance the academic and professional development of students in support of the teaching and service missions of the institution. They are typically involved in the supervision of clinical training of students or interns, continuing professional education, university, school/college committees; and local, state/regional; and national professional organizations.

Clinical faculty must meet various standards for professional employability; depending on the discipline; to teach in the professional setting; and maintain a balance between teaching, scholarship; and service different from that of the tenure-track faculty. Because there is generally less time for the type of traditional research carried out by tenure-track faculty; scholarship of clinical faculty is usually focused on professional practice improvements or advancement of teaching in the professional setting. They may also engage in various types of research projects that are directed toward advancing instruction, the profession; and/or practice.

The primary responsibilities of faculty on clinical-track appointments are clinical service and clinical instruction of students. The distribution of effort for clinical-track faculty consists of a 55% to 100% appointment devoted to clinical service and clinical instruction. Clinical-track faculty are classified by the University and Board of Regents as regular or term appointments. As such, a clinical-track faculty member at any rank on a regular appointment is a member of the general faculty and is afforded all perquisites accorded to the general faculty (UHB, C12.2), with the exception that years of service on a regular appointment will not be counted toward tenure.

Clinical-track faculty members are appointed within the School of Family Studies & Human Services by the School Director, and are governed by the policies applicable to other University non-tenure-track (regular) faculty as outlined by the K-State University Handbook and the Kansas Board of Regents. Clinical-track faculty members will participate in faculty governance processes as defined by the School of Family Studies and Human Services, and University Faculty Senate. Clinical-track faculty members have voting rights in college and departmental matters and elections, and may serve on departmental, college, and university committees unless policies limit membership to tenure-track faculty. Clinical-track faculty are eligible to submit grant applications and direct research as principal investigators (Pre-Awards Policy and
Clinical-track faculty are eligible for graduate faculty status, which allows faculty to serve as major professor, graduate committee member, and course coordinator for graduate-level courses (Graduate Handbook, Chapter 5, Section C). Clinical-track faculty members may be College of Human Ecology course coordinators without graduate faculty status. Clinical-track faculty are eligible for sabbatical leave as outlined by the University Handbook, Section E2. However, clinical-track faculty are not eligible for tenure, and the years of service on a regular appointment are not applied toward tenure (UHB, C12.2).

**ACADEMIC RANKS FOR CLINICAL-TRACK FACULTY**

A. **Clinical Assistant Professor:** Clinical Assistant Professor is the primary entry-level rank for clinical faculty at the University.
   
   **Degree:** The candidate must possess a graduate degree, and either holds the appropriate terminal professional degree, or has the equivalent in training, ability, and experience, and meets appropriate credentialing requirements.
   
   **Credentials:** The candidate must hold the appropriate board certification, state licensure/certification/state approval as determined by the disciplinary area.
   
   **Criteria:** The candidate must have: (1) a current independent capability of having a reliable clinical practice supported through contracts, grants, generated income, or other designated funds, (2) a potential for significant professional growth in the area of clinical practice, and (3) evidence of a high level of competence in the clinical specialty and demonstrated promise of moving toward excellence in client care, student instruction, scholarly activities, professional leadership, practice, and/or service in the disciplinary area of the position.

B. **Clinical Associate Professor:** Clinical Associate Professor is the mid-career clinical faculty rank at the University.
   
   **Degree:** The candidate must possess a graduate degree, and either holds the appropriate terminal professional degree, or has the equivalent in training, ability, and experience and meets appropriate credentialing requirements.
   
   **Credentials:** The candidate must hold the appropriate board certification, state licensure/certification/state approval as determined by the disciplinary area.
   
   **Criteria:** The candidate should demonstrate excellence in clinical competency and should at minimum be recognized at the state/regional level as an authority within a practice specialty based on documented excellence in client care, student instruction, scholarly activities, professional leadership practice, and/or service as related to the position.

C. **Clinical Professor:** Clinical Professor is the highest clinical faculty rank at the University.
   
   **Degree:** The candidate must possess a graduate degree, and either holds the appropriate terminal professional degree, or has the equivalent in training, ability, and experience and meets appropriate credentialing requirements.
   
   **Credentials:** The candidate must hold the appropriate board certification, state licensure/certification/state approval as determined by the disciplinary area.
   
   **Criteria:** The candidate should demonstrate excellence in clinical competency and should be recognized at the national/international level as an authority within a practice specialty based on documented excellence in client care, student instruction, scholarly activities, professional leadership practice, and/or service as related to the position.
specialty based on documented excellence in client care, student instruction, scholarly activities, professional leadership, and practice/service as related to the position. In addition, the candidate should demonstrate superior performance and be recognized by students and peers as an outstanding educator in the discipline.

**CRITERIA FOR CLINICAL-TRACK FACULTY APPOINTMENT AND PERFORMANCE ASSESSMENT**

The mission of the School is to provide high quality educational programs, training, and services; increase knowledge and skills through multi-disciplinary research, teaching, and scholarship; and contribute professional leadership in order to enhance the quality of life for individuals and families in Kansas, the nation, and abroad, require investment in faculty with varying time allocations to these missions.

Given the differences in clinical practice areas, the application of specific criteria for clinical faculty appointment, annual evaluation, and promotion must consider responsibilities outlined in the appointment letter and modifications of these responsibilities as documented during or after the annual evaluation process. The annual evaluation process for clinical track faculty is explained below in the School’s Documentation Guide for Annual Evaluation and Performance Improvement, which contains minimum standards for faculty performance.

Clinical track faculty will be reviewed for promotion based on the assessment of the School faculty, Director, Dean of Human Ecology, and the Office of the Provost. Scholarly engagement, teaching ability, clinical aptitude, academic citizenship, and collegiality are the important factors that are considered in a clinical/promotion decision. The remainder of this section provides a guide for assessing clinical instruction, scholarly engagement, and directed clinical service. The standards for assessing teaching other than clinical instruction, extension, and other types of service are the same as for tenure-track faculty members.

**Clinical Instruction**

Clinical instruction includes both teaching and supervision that involves the transfer of knowledge and skills through coursework, and the mentoring and evaluation of student performance in the applied setting. Clinical instruction commitments may include classroom, laboratory, and clinic experiences for undergraduate and graduate students. Quality clinical instruction is judged by (A) peer faculty members, (B) student questionnaires and evaluations, and (C) the School Director.

*Examples of indicants of clinical teaching effectiveness are listed below:*

1. Student ratings from norm-referenced instruments (i.e. TEVAL) that assess teaching effectiveness and adjust for sources of bias (student motivation and class size).

2. Materials produced for individual courses such as course notes, posted slide sets, syllabi, instructional videos, and other instructional materials.

3. Evaluations of testing materials and student test data.

4. A record of consistent and effective course administration: posted lecture schedules, online course materials, and grade reporting.
5. Development of effective coursework, preparation of innovative teaching materials, or creative contributions to the school instructional program.

6. Assessment of teaching by peer faculty.

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

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

9. Receipt of competitive grants, or contracts to fund innovative teaching activities, or investigation into effective clinical instruction.

10. Professional publication of teaching materials in peer-reviewed journals, textbooks, commercial audio-visual tutorials, or peer-reviewed internet posted materials.

11. Honors or special recognition for teaching accomplishments.

*Examples of indicants of clinical supervision effectiveness are listed below:*

1. Student evaluations of clinical faculty supervision.

2. Observing students (directly and indirectly) conducting evaluation and treatment sessions and providing appropriate and effective feedback. The nature and the amount of observation must conform to various standards.

3. Conducting individual and group meetings with students to discuss their clients/cases, their personal goals for clinical learning, their plans for those clients, their performance with those clients, and other relevant clinical issues.

4. Reviewing students’ plans, reports, and session notes, and providing appropriate and effective feedback.

5. Meeting with students, clients, and relevant others.

6. Effectively carrying out case management responsibilities.

7. Overseeing and maintaining client files to meet standards for licensing and accreditation.

8. Reporting to families, other professionals, and external agencies in a manner that meets professional and accreditation standards.

9. Demonstrating exemplary practice (when students serve as co-clinicians with the faculty member).

10. Providing clinical services during periods when students are not available, such as semester breaks.

11. Maintaining a client load if required by accrediting or certifying agencies.

**Scholarly Engagement**

Scholarly engagement is defined as strategies, resources, programs, products, and endeavors in which research-based knowledge is applied to practical situations. Scholarship is activity that results in a unique concept, conclusion, or product disclosed in a peer or public forum. The record of scholarly engagement should be consistent with the distribution of their appointment.
It is important to document that the candidate has an essential role in the development and testing of new ideas and hypotheses. The quality of the scholarly engagement is more important than the quantity. Both collaborative and individual contributions in scholarly engagement are desirable. Scholarly engagement alone, in the absence of effectiveness in other assignments, will not be adequate for positive recommendations for promotion.

The following are indicants of scholarly engagement:

1. Competitive grants and contracts to finance the development of ideas.
2. Presentation of research papers to peers at scientific meetings.
3. Publications of original work in peer-reviewed journals.
4. Citation reports of published work.
5. Textbooks which are intended to train students or advanced trainees.
6. Accomplishments of the faculty member’s present and former undergraduate or graduate students.
7. Honors or special recognition for research accomplishments.
8. Development of patents or copyrights for processes or instruments useful in solving important problems.
9. Invitations to testify before governmental groups concerned with research or other creative activities.
10. Serving on study sections, editorial boards, or as reviewers for high impact journals or funding agencies.

Directed Clinical Service

Faculty in the School of Family Studies and Human Services typically have a significant distribution of effort in directed service with responsibility for client care. Excellence in directed service requires excellence in service to clients, customers, and referring professionals. Faculty with clinical responsibilities are recognized as experts in their area of specialty. They are responsible for the interpretation and transmission of new knowledge related to client care. Faculty are expected to maintain board certification, licensure, or state-approval designations directly applicable to their clinical service responsibilities. When there are no directly applicable specialty boards, the candidate must have advanced training or a graduate degree relevant to the clinical specialty. A variety of directed service roles contribute to the School mission. The School explicitly understands that these roles are fundamentally important to excellence in its academic programs. Productivity in directed service alone, in the absence of effectiveness in other assignments, will not be adequate for positive recommendations for granting clinical-track positions.

The following may be used as indicants of the quality of directed service:

1. Excellence in client care.
2. Timely maintenance of case records, and communication with clients and other professionals as required.
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3. Excellent ratings by clients regarding satisfaction with service.

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

5. Documentation of continuing education or supplemental training in the area of specialty.

PROCEDURES FOR CLINICAL FACULTY PROMOTION REVIEW

Clinical faculty must request review for promotion in rank to the School Director and the Dean of College of Human Ecology by August 15 of any academic year for appointment to the new rank with = contract term revision effective the following fiscal or academic year. Clinical faculty members who have not held their current rank for three academic years should consult with the School Director and unit coordinator before requesting review. Candidates at the rank of Clinical Assistant Professor will be reviewed for promotion to Clinical Associate Professor, and candidates at the rank of Clinical Associate Professor will be reviewed for promotion to Clinical Professor. Candidates who do not receive a favorable decision on a request for promotion in clinical rank may not submit their materials for review until two academic years later (e.g. an unfavorable decision received in January of an academic year would prohibit another review request until August of the second calendar year after the decision).

A committee to review the candidate’s request and supporting materials is appointed by the FSHS School Director. The Review Committee will include the faculty member’s unit coordinator or direct supervisor, a faculty member at any rank (including tenure-track faculty) from another FSHS unit selected by the Director, and another faculty member selected by the candidate from outside the candidate’s unit but within the School who is at or above the rank the candidate has requested. The Director will assist the candidate to understand the standards for each rank and to guide the candidate’s preparation of the materials, but the candidate is solely responsible for the materials presented to the Director and for consideration by the College Dean.

The Review Committee will write a report to the School Director (two pages maximum) evaluating the candidate and recommending whether the person should be promoted or not, and the basis for that recommendation. Additionally, the committee will report its vote (count in favor or against promotion). In cases of a split vote, the report should explain why that occurred with respect to differences in interpretation of evidence that is based on the standards expected for the rank which the candidate seeks.

The School Director forwards the committee report with a written summary of the Director’s recommendation and rationale to the College Dean. Within three weeks the Dean will provide a letter to the Director and candidate to communicate approval or disapproval of the Director’s recommendation and to explain the basis for that decision.

If the Dean does not recommend promotion in rank, the candidate may appeal this decision to the Provost Office within a period of 14 days following notification. If the Provost concurs with the findings of the College Dean, the Candidate has the option of filing a grievance with the General Faculty Grievance Board.

The process for registering and hearing grievances is found in Appendix G of the Kansas State University Handbook of Unclassified Affairs and University Compliance. An ombudsperson
may be available for assistance during the appeal procedures.

REAPPOINTMENT OF MULTI-YEAR CONTRACTS FOR CLINICAL FACULTY

Reappointment of clinical-track faculty for three- and five-year terms is based on a mandatory review during the penultimate year of appointment. All reviews for reappointment of multi-year contracts require submission of a dossier documenting performance in the areas reflected in the distribution of effort for the preceding contract years. Letters from external evaluators are optional. The review for reappointment consists of evaluation by School faculty at the same rank or above for recommendation to the FSHS School Director Professorial Performance Awards may be considered for Clinical-Track Professors during a reappointment year or between reappointment contracts after six years in rank. Withdrawal from the mandatory review for reappointment during the penultimate year of appointment indicates reappointment will not be granted.

DOCUMENTATION GUIDE FOR PROMOTION, TENURE, AND REAPPOINTMENT: TENURE TRACK FACULTY

INTRODUCTION

The School must evaluate the performance of its tenure track members regularly in order to:

- Help the School Director provide feedback, commendations, and constructive criticism to its members;
- Help in the determination of annual salary adjustments;
- Provide information to non-tenured faculty during the probationary period;
- Determine if a faculty member has earned the rights both to be tenured and to be promoted at Kansas State University. Note: Decisions about tenure and about promotion may be separate actions under some circumstances.

This document is a statement of the policies, procedures, and criteria used by the School of Family Studies and Human Services for reaching decisions on these important and complex issues of promotion, tenure, and reappointment. This document is based on information from the Kansas State 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 is online at http://www.k-state.edu/academicpersonnel/fhbook/. The updated yearly timetable for any action relevant to any evaluation process is available online at the Webpage for Academic Services.

Awarding of tenure and promotion progression through the academic ranks depends upon a sustained record of high competence and performance. Tenure and promotion are independent considerations in the School of Family Studies and Human Services. According to the Kansas State University Handbook:

“Tenure may be granted to those on full-time probationary appointments at the rank of
associate professor or above. Tenure may be granted simultaneously with promotion to the rank of associate professor. Instructors may not be accorded tenure. Assistant professors may not be accorded tenure except in special circumstances approved by the provost. Years of appointment as a probationary instructor (see C12) may be credited as part of a probationary period for gaining tenure if stipulated in the individual’s contract. Service in a term appointment at the rank of assistant professor or above may count as part of a probationary period for gaining tenure” (Kansas State University Handbook, C81).

Though unusual, it is possible that a faculty member may be awarded tenure but denied immediate promotion to the rank of associate professor. Conversely, it is possible that a faculty member may be hired on a probationary appointment (without tenure) at a rank higher than assistant professor. Tenure and promotion are based on accomplishments and demonstrated excellence in the performance of assigned duties, which may include several of the following: teaching, research, extension, advising, professional activity, and service. The burden of evidence is on each faculty member to document the quality and quantity of his/her contributions. (See also the Responsibilities of the School and of the College in this document.) In addition, the faculty member will be evaluated on other factors, such as meeting School needs and objectives and promoting cooperative working relationships.

RESPONSIBILITIES OF AN EFFECTIVE FACULTY MEMBER

As assignments and areas of expertise vary, the faculty of the School of Family Studies and Human Services contribute to its overall mission in diverse ways. Because this diversity makes it difficult to establish one format for the reporting of faculty accomplishments, it is the responsibility of each faculty member to substantiate his/her particular expertise and accomplishments in assigned responsibilities. Faculty members are expected to contribute to the mission of the School, the College, and the University through teaching, research, extension, and service as stipulated in their assignments.

RESPONSIBILITIES OF THE SCHOOL DIRECTOR WITH RESPECT TO PROBATIONARY FACULTY

The Director of the School of Family Studies and Human Services is responsible for informing the candidate of the processes and criteria involved in tenure and/or promotion. Each candidate must be given a copy of the Guidelines for Tenure and Promotion. In addition, the Director is responsible for the general mentoring of each candidate over time. This will include evaluating the competence of the candidate via annual evaluations, as well as aiding the candidate in the preparation of a multiple-year portfolio containing evidence of activities to be evaluated at mid-probationary review and at tenure and/or promotion reviews.

In the case of probationary faculty, the School Director must recommend to the candidate those faculty members who may serve, should they consent to do so, as the primary tenure mentor. Ordinarily, the primary tenure mentor should be a faculty member from the primary unit of the
candidate. If desired (or when the primary unit is too small), the candidate may seek mentoring advice from faculty outside of the primary unit, electing to form a mentoring committee consisting of no more than three tenured faculty members. Responsibilities of the Tenure Mentor are described in Appendix A.
Prior to being considered for tenure at Kansas State University, the faculty member enters a probationary period during which the candidate’s ability to contribute to the University’s mission and to meet criteria for tenure specified by the School of Family Studies and Human Services is evaluated. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both the institution and the faculty member before the appointment is finalized. The probationary period typically should not exceed seven years. [See Kansas State University Handbook C73 Section B for faculty with prior service at another academic institution.] The duration of the probationary period relative to tenure varies with rank and experience. For persons appointed at the rank of assistant professor, the maximum probationary period for gaining tenure and promotion to associate professor rank consists of six (6) regular appointments at Kansas State University at a probationary rank. Candidates not approved for tenure during the sixth year of service will be notified by the Dean of the College that the seventh year of service will constitute the terminal year of appointment (C82.2).

Under certain circumstances, the tenure clock may be delayed by one year. Sections C82.5-82.9 in the Kansas State University Handbook specify the conditions under which delay of the tenure clock may be considered and the procedures for making such a request.

During the probationary period the faculty member has the same academic freedom as all other members of the faculty. A formal annual review of the portfolio of a probationary faculty on regular appointment is conducted by the faculty through the probationary period starting in February of the first year. This review is convened by the School Director, in consultation with tenured faculty who vote on reappointment. (Appendix B specifies the review procedures.) The criteria for reappointment are described below (under “ACTIVITIES TO BE DOCUMENTED FOR TENURE AND PROMOTION”) as evaluated with reference to the percentages of the candidate’s appointment that have been designated for each of the activities.

The Director provides the faculty member with substantive feedback in writing regarding his/her accomplishments relative to School tenure criteria. Annual reviews of probationary faculty are intended to aid their professional development. These reviews should be constructive and candid. The review process is a means to be supportive and helpful as well as a means to candidly and clearly communicate aspects of performance. A positive review does not mean that tenure will be granted in the future nor does a negative review mean that tenure will be denied. Faculty members must be explicitly informed in writing of a decision not to renew their annual appointments in accordance with The Standards of Notice of Non-reappointment (Appendix A of the Kansas State University Handbook).

**MID-PROBATIONARY REVIEW**

Portfolios of probationary faculty will be reviewed for progress toward tenure midway through the probationary period by the Director and eligible faculty in the School of Family Studies and Human Services. For F.S.H.S. faculty on a seven year tenure track, the mid-probationary review is in November of the third year at Kansas State. For faculty whose tenure clock at Kansas State
is other than seven years, timing of the mid-probationary review will be determined in consultation with the School Director at the time of appointment. The mid-probationary review is intended to be formative in nature and will consist of an evaluation of strengths and weaknesses of the evidence in the candidate’s portfolio and include recommendations for continued growth. No formal vote will be taken.

The School Director will convene the meeting of eligible tenured faculty and will be present throughout the discussion. The School Director is responsible for making the candidate’s mid-probationary portfolio (see Appendix C) available to the tenured faculty members in the School at least 14 calendar days prior to a meeting to discuss the candidate’s progress. A cumulative record of written recommendations and accompanying explanations forwarded to the candidate from previous reappointment meetings will also be made available to the eligible tenured faculty. Outside letters of evaluation are not required.

The faculty member serving as the tenure mentor to the candidate (if one has been chosen) may be asked to provide an oral summary of the candidate’s accomplishments. If there is no tenure mentor, then the candidate selects a tenured faculty member to present the information. If the candidate does not select a presenter, then the School Director appoints a senior faculty member to present the material. If the candidate or the faculty reviewers so request, the candidate may make comments on his or her own behalf to the faculty gathered for the review. In this case, the candidate leaves the meeting after making a statement and answering questions.

During the mid-probationary review, if there are instances when the tenured faculty and the School Director are in conflict with respect to the performance of a probationary faculty, the Director and the tenured faculty, including (if one has been chosen) the candidate’s tenure mentor, will meet to resolve the differences. This is to insure that probationary faculty members do not receive conflicting messages regarding their development as faculty members. In cases where differences cannot be resolved, the candidate should be informed of the differences.

The School Director may discuss the results of the mid-probationary review with the Dean of the College and will provide a letter of assessment to the candidate, including a summary of faculty comments and suggestions. This letter of assessment will become a part of the candidate’s reappointment and mid-probationary review file. Before forwarding the candidate’s file to the Dean of the College of Human Ecology, the School Director will discuss the review and assessment with the candidate within one week after the review by the eligible tenured faculty. The candidate will receive a copy of the Director’s letter of assessment. After receiving the assessment, the candidate has the right to submit a written response that henceforth becomes a permanent addition to the candidate’s file.
A candidate normally will be considered for tenure during the sixth year of the seven-year probationary period, with application for tenure made at the beginning of the sixth year. If tenure is denied, a candidate has one additional year available for employment at Kansas State University. For faculty members appointed at the ranks of associate professor and professor, the maximum probationary period for gaining tenure consists of five (5) regular annual appointments at Kansas State University. Tenure may be granted to those on full-time probationary appointments at the rank of associate professor or above. Unless they resign, faculty members in the final year of probation will be automatically reviewed for tenure. In exceptional cases, a candidate with outstanding records in research, teaching, and service may be considered for tenure in an earlier year. Early tenure requires evidence of outstanding and exemplary performance of professional duties. A request for an early tenure decision may be made either by the candidate submitting a written request to the School Director or by a tenured faculty member, with concurrence of the candidate, submitting a written nomination to the School Director.

Written requests for consideration of tenure and/or promotion (including those seeking early tenure or those nominating such candidates) must be submitted to the School Director by August 15. The School Director will inform the faculty of candidates being considered for promotion and/or tenure by August 20 and will meet with the eligible faculty from the primary unit to which the candidate belongs to prepare a list of external evaluators. In the event the primary unit is too small to generate a suitable list, the School Director may seek names of potential external evaluators from faculty outside of the unit and/or outside of the School.

After the expiration of a probationary period, faculty should have continuous tenure, and their services should be terminated only for adequate cause, except in the cases of retirement, chronic low achievement, program or unit discontinuance, or in extraordinary circumstances, because of financial exigency. (See Kansas State University Handbook sections, C31.5 to C31.7, C160.1 to C162.5 and Appendixes B, C, and K.)

LETTERS FROM EXTERNAL EVALUATORS

Persons outside the university who are recognized for excellence in the candidate’s discipline or profession will be asked to participate as reviewers in evaluations for tenure and promotion (Kansas State University Handbook, C36.1). The candidate for promotion and/or tenure provides the School with the names and addresses of 4 to 6 potential external evaluators by August 15, and the members of the candidate’s unit provide the Director with a similar number of external evaluators. Candidates for tenure and/or promotion have the right to submit to the School Directors the names of potential outside reviewers whom they believe may not be able to provide a fair and unbiased evaluation of the candidate’s materials, specifying the reasons for this claim. The School Director retains the final authority for determining the composition of the list of outside reviewers. The School of Family Studies and Human Services requires a minimum of three letters from external reviewers for promotion both to associate professor and to full professor ranks.
Each external reviewer should be provided a written description of the candidate’s responsibilities during the period being evaluated, and copies of relevant sections of the School’s tenure guidelines (e.g. the Activities and Expectations sections), as well as pertinent materials from the candidate’s file. External reviewers will be asked to consider the candidate’s entire portfolio (see below). Reviewers should be assured that the letters of evaluation will remain confidential except as required by court order and will not be seen by the candidate. Reviewers should also be informed that specific words or phrases used in their letters may be part of a written recommendation prepared by the Director of the School; however, any material that might reveal the identity of the external evaluators will be removed.

The value of outside reviews depends on the appropriate choice of objective reviewers. Candidates and units are urged to avoid listing as external reviewers persons who have had a personal or professional relationship with the candidate, such as the candidate’s former major professor, postdoctoral mentor, graduate school classmates, or graduated students.

External reviewers will be sent evidence of performance in all assigned domains (i.e., teaching, research, extension, service) of professional work and informed of the proportion of time devoted by the candidate to each domain during each year of the evaluation period. In the event that an external reviewer fails to respond to the request for evaluation of the candidate’s materials, whenever possible, the School Director will select another qualified external reviewer to replace the nonresponsive reviewer.

External reviews will not be sought by anyone other than the School Director. It is inappropriate for persons at other administrative levels (i.e., College Tenure and Promotion Committee, the Dean of Human Ecology, the Council of Deans, and the Provost) to solicit additional external reviews beyond those sought by the School Director. However, following notification to the candidate, the School Director may solicit comments from students, other faculty members, and administrative heads in the College or the University, as well as from faculty members and professionals in the field with whom the candidate has collaborated, if relevant. Such comments are not required; however, all such comments become a part of the candidate’s record once they are obtained, although the name and affiliation of each person who comments will be kept confidential.

**FACULTY ELIGIBLE TO VOTE**

Faculty eligible to vote on matters of promotion and mid-probationary review are all School faculty holding a rank equal to or higher than the rank being considered. Faculty holding tenure, regardless of rank, are expected to participate in the mid-probationary review and vote on questions involving the awarding of promotion and tenure. If an eligible faculty member cannot be present during the voting period, the faculty member may leave her/his ballot and any statement s/he may want incorporated into the discussion summary with the School Director prior to the week of voting.
RESPONSIBILITIES OF THE SCHOOL OF FAMILY STUDIES AND HUMAN SERVICES AND THE COLLEGE OF HUMAN ECOLOGY

When the candidate for tenure and/or promotion submits pertinent materials for documentation to the School Director by the date specified by the Dean of the College of Human Ecology, the School Director will make these materials available to the eligible voting faculty by the first week of October. (See definition of faculty voting eligibility in this document.) Eligible faculty members will review the candidate’s file, considering the School’s criteria, standards, and guidelines for tenure and/or promotion. During the third week of October eligible faculty members will meet as a group to discuss the candidate’s application. The School Director will appoint a senior faculty member to chair the discussion. The candidate’s tenure mentor, if any, presents the candidate’s materials. If there is no tenure mentor, then the School director appoints a senior faculty member other than the session chair to present the materials. As was the case with mid-probationary review, if the candidate or the faculty reviewers so request, the candidate may make comments on his or her own behalf to the faculty gathered for the review. In this case, the candidate leaves the meeting after making a statement and answering questions. Within five working days from that date, each eligible faculty member will submit a written ballot and any written comments to the School Director. At the close of the voting period, the School Director will open the ballots and record the vote.

The School Director will review the promotion/tenure document used to guide the candidate, the entire probationary portfolio of the candidate, the recommendations of the eligible faculty, and the vote of the eligible faculty. Following this review, the School Director will formulate an independent recommendation either supporting or failing to support tenure and/or promotion of the candidate and forward a recommendation to the Dean of the College of Human Ecology along with the results of the vote of the eligible faculty. The results of the faculty vote and a written summary of the written recommendations and comments will be transmitted to both the candidate and the eligible faculty. The identities of faculty members submitting verbatim written comments or recommendations will remain confidential and will not be shared with the candidate or with School faculty members.

The tenure and/or promotion file of the candidate will be forwarded by the Dean of the College to the Promotion and Tenure Advisory Committee of the College of Human Ecology. This Committee, in advising the Dean (in accordance with the Kansas State University Handbook section C153.2), has three charges: to review the documentation submitted by the candidate and the Director, to assure that applicable procedures have been followed, and to provide a written recommendation and vote to the Dean as to whether all applicable procedures have been followed. (See the College Handbook for further information.)

The Dean of the College of Human Ecology, after consulting with the School Director and the College Promotion and Tenure Advisory Committee, will submit a written recommendation to the Council of Deans no sooner than seven calendar days following notification to the candidate of the Dean’s recommendation and the report of the College Promotion and Tenure Advisory Committee. Both the dean's recommendation and the recommendation of the college advisory committee will be copied to the School Director and the candidate. The Dean’s recommendation
will be accompanied by the recommendation and unedited written comments of: 1) the School Director, 2) the School’s eligible voting faculty, and 3) the College Promotion and Tenure Advisory Committee. A copy of the promotion and tenure document used to guide the candidate will be included also.

After receiving written notification of the Dean’s recommendation and the report of the College Promotion and Tenure Advisory Committee, the candidate may withdraw from further consideration for tenure and/or promotion. A written request for withdrawal from consideration must be submitted by the candidate to the Dean of Human Ecology within seven calendar days following notification of the Dean’s recommendation.

**APPEAL PROCEDURES**

If the finding of the Council of Deans differs from those of the School and/or the Dean of Human Ecology, written justification from the Council of Deans must be provided as to how the candidate’s credentials meet or fail to meet the criteria set forth in the School’s Documentation Guide for Promotion and Tenure. This justification must be sent to the candidate, the Dean of the College of Human Ecology, and the Director of the School of Family Studies and Human Services.

If the finding of the Council of Deans is not to grant tenure and/or promotion, the candidate may appeal this decision to the Provost within a period of 14 days following notification. If the Provost concurs with the finding of the Council of Deans, the candidate has the option of filing a grievance with the General Faculty Grievance Board.

The process for registering and hearing grievances is found in Appendix G of the *Kansas State University Handbook*. An ombudsperson may be available for advice, counseling, and, perhaps mediation during appeal procedures.

**ACTIVITIES TO BE DOCUMENTED FOR TENURE AND PROMOTION**

Faculty members, as distinguished from other personnel employed by the university, are members of the unclassified staff who have the professional expertise and the responsibility for the university endeavors of teaching, research and other creative activity, extension, directed service, and non-directed service (*Section C1 of the Kansas State University Handbook*). Evaluation decisions related to tenure, promotion, reappointment, chronic low achievement policy, and merit compensation express how well both tenured and non-tenured faculty perform across these areas relevant to their assigned duties.

There may be instances where faculty are *not* expected to participate in a specific area of professional activity (e.g., Extension faculty may not be expected to engage in regular classroom instruction). Further, evaluation of faculty on any of the areas listed in this section *must* take into account the *amount of time assigned* to each. It is essential that faculty evaluation be based on *multiple sources* of data for each area evaluated in order to provide various perspectives, compensate for rating errors unique to each method of evaluation, and to avoid a concentration
on narrow performance objectives (*Section C33 of the Kansas State University Handbook*).

The faculty and administrators who will evaluate the evidence presented by the candidate will have certain overarching principles in mind while performing that evaluation. One of those principles is that a candidate for tenure and/or promotion must either maintain excellence or demonstrate growth and improvement over the probationary period. Another principle is that at all levels, the pattern of performance should engender a high degree of confidence that the candidate will continue to develop professionally. Still another principle is that it is important that each faculty member promote positive working relationships with others in the performance of his/her duties. Evaluation decisions related to tenure and promotion will be based upon the criteria and guidelines outlined below for each area of responsibility that may apply.

I. **Teaching.**
   
   **A. Mission Relevance:** The *Kansas State University Department Heads’ Manual*, Chapter 2, has this to say about teaching:

   “Teaching includes communicating knowledge to students and developing the intellectual foundation necessary to prepare students to continue learning for themselves. Teaching also involves preparing students for entry into the professional and scholarly disciplines. Effective teaching is based upon sound scholarship and continued intellectual growth. The excellent teacher arouses students to discover new ideas. The excellent teacher exhibits enthusiasm and commitment which in turn promotes student desire for learning. Faculty members should be able to arouse curiosity, stimulate creativity, develop and organize intellectual materials, and assess student achievement. Excellence in teaching is a primary criterion by which some important constituents (e.g., students and parents) judge the stature of a university.”

   Evaluation of teaching may occur with respect to the following *areas of activity*: Classroom instruction, non-classroom instruction, clinical instruction, curriculum-related activity, instructional innovation, specific participation in graduate faculty activities, and academic advising activities.

   **B. Expectations:** The Candidate for promotion to Associate Professor with tenure must demonstrate active engagement and high commitment to teaching. She or he must demonstrate a record of effective instruction (as defined by the components below). The Candidate for promotion to Professor must demonstrate a sustained record of excellence in teaching and serve as an effective role model for colleagues, students, and clientele. An effective role model leads or guides others in pursuit of teaching excellence.

   Some faculty members who have attained associate professor status may have an assigned effort level for teaching of 90%. If faculty members with this load wish to be promoted to full professor, they are expected not only to engage in excellent teaching, but also to engage in sustained scholarship of instruction. The scholarship of instruction may be demonstrated by publications in appropriate venues, presentations at or organization of conferences on teaching, writing grants that promote teaching, development of teaching materials, including books, and/or
attendance at leadership conferences. At least a few of these efforts should include scholarship that is published in national refereed journals or other reputable sources with national or international stature.

C. Suggested Indicators of Teaching Activities.

Classroom Instruction at the Undergraduate and Graduate Levels. Effective classroom teaching may include the following:

1. Demonstrates depth, breadth, and currency of subject matter mastery
2. Prepares and uses clear, well-organized, appropriate, and up-to-date instructional materials and syllabi
3. Establishes an appropriate level of intellectual demand for students
4. Evaluates student performance using timely, diverse, and relevant assessment practices
5. Seeks systematically-gathered formative and summative feedback from students regarding teaching effectiveness
6. Participates in professional activities related to enhancement of teaching effectiveness (e.g., faculty development seminars)
7. Demonstrates instructional innovation (e.g., develops new learning materials and/or provides new learning experiences; incorporates new technologies with instruction)
8. Provides evidence of successful performance of teaching responsibilities that are unusually demanding or require special expertise or preparation (e.g., teaching distance education courses; teaching a course for the first time)
9. Publishes professional materials targeted specifically for student audiences (e.g., textbooks, published lectures, workbooks, instructional guides, audiovisual or computerized instructional materials)
10. Presents and/or publishes materials specifically about teaching
11. Receives honors recognizing excellence in teaching (e.g., teaching award; invited presentations at conferences or workshops on teaching; membership on panels to judge proposals for teaching grants or contracts; membership on accreditation teams and special commissions; selection for special teaching activities outside of the University)
12. Adheres to university policies regarding teaching (e.g., final exam policy)
13. Demonstrates effective course administration (e.g., maintains office hours, is punctual in performing teaching-related activities such as filing text orders, filing syllabi, and reporting grades in a timely fashion)

Nonclassroom Instructional and Curriculum-Related Activity at the Undergraduate and Graduate Levels. Effective teaching of these types may include the following:

1. Effectively plans, supervises, and evaluates problems, readings, honors, and independent study courses
2. Aids colleagues and students in instructional activities
3. Presents guest lectures, shares materials, or provides consultation for other
courses
4. Effectively assists students in preparing papers or projects for competition, conference presentations, or publication
5. Contributes to curriculum development and revision within units and across the School such as developing a new course.
6. Contributes to the development and/or administration of new instructional programs or cutting edge curriculum development projects (e.g., distance education or continuing education projects)
7. Effectively arranges, supervises, and/or evaluates student practica and internships
8. Writes and receives funding for grant proposals to promote, aid, or study instruction.
9. Makes presentations at conferences or sessions on teaching.
10. Publishes work on the scholarship of instruction.

Clinical Instruction. Clinical instruction is the teaching of clinical skills and knowledge to students. In FSHS, both tenure-track and clinical-track faculty are involved in clinical instruction. Their work is evaluated by their students and by their peers. Effective clinical teaching for tenure–track faculty may include the following:

1. Observing students (directly and indirectly) conducting evaluation and treatment sessions and providing appropriate and effective feedback. (The nature and the amount of observation must conform to various standards.)
2. Conducting individual and group meetings with students to discuss their clients/cases, their personal goals for clinical learning, their plans for those clients, their performance with those clients, and other relevant clinical issues
3. Reviewing students’ plans, reports, and session notes, and providing appropriate and effective feedback
4. Meeting with students, clients, and relevant others (e.g., I.E.P. meetings and consultations)
5. Effectively carrying out case management responsibilities
6. Overseeing and maintaining client files to meet standards for licensing and accreditation
7. Reporting to families, other professionals, and external agencies in a manner that meets professional and accreditation standards
8. Participating in reviews of students
9. Participating in consensus grading
10. Demonstrating exemplary practice (when students serve as cotherapist with the faculty member)
11. Providing clinical services during periods when students are not available, such as semester breaks
12. Substituting in a class when a teacher is absent (relevant to ECL)
13. Maintaining a client load if required by accrediting or certifying agencies.

Academic Supervision and Advisory Activities. Effective supervisory and advisory teaching may include the following:
1. Serving as Major Professor for M.S. and/or Ph.D. students (e.g., advising, supervising graduate research for report, thesis, or dissertation, participates in examination and defense process)
2. Serving on supervisory committees for M.S. and/or Ph.D. students
3. Participating in group advising sessions with other faculty, if relevant
4. Depending on the unit, effectively advising undergraduate students.
5. Being accessible to undergraduate students for assistance and advice
6. Providing informal mentoring to students and prospective students

D. Documentation of Classroom and Non-classroom Teaching at the Undergraduate and Graduate Levels. The following list identifies forms of evidence that may be used to document competence in the classroom:

1. Description and documentation of percentage of time assigned to teaching, listing of all courses taught, including numbers of students in each course.
2. Summary sheets from a valid and reliable assessment of student evaluations (required for each course taught and for at least one semester/session for courses taught more than once a year)
3. Copies of all student comments on evaluation forms
4. Teaching evaluations by peers based on review of teaching portfolio and/or classroom observation
5. Course materials (e.g., syllabi, project assignments, exams)
6. Examples of students’ work, with names removed
7. Letters from students, peers, and others observing teaching of candidate
8. Nominations and awards for teaching
9. Documentation and evaluation of guest lectures
10. Evidence of use of candidate’s teaching materials beyond own class (e.g., adoptions of texts, inclusion in texts, requests for use by other faculty)
11. Evidence of new or innovative teaching strategies, materials, or media
12. Materials related to the development of a new course
13. Contributions to curriculum development and revision
14. Evidence of teaching resulting in scholarship (e.g., publications with or by students arising from class discussion)
15. Description and documentation of supervisory and advising activities (including number of students supervised and advised and the percentage of time assigned to advising)
16. Evidence of effectiveness of supervisory and advising activities (e.g., completed reports, theses, and dissertations; evaluation of undergraduate and graduate advising efforts)

E. Documentation of Clinical Instruction: The following list identifies forms of evidence that may be used to document competence in clinical instruction for tenure-track faculty members.

1. Percent time devoted to clinical instruction, along with documentation of live supervision provided (percentage of time or hours)
2. Anonymous student evaluations of the instructor that are summarized and tabulated on a calendar-year basis. Alternatively, the unit may elect to have student evaluations reviewed by faculty who then provide a summary to the instructor to submit with the evaluation materials.

3. Results of a review of a clinical instruction portfolio by a committee from the unit. Review by the unit rather than the tenured faculty is necessary because of issues related to client confidentiality and to knowledge of accreditation standards. The clinical instruction portfolio may include such evidence as: documentation of live supervision provided (percentage of time or hours), end-of-semester feedback letters to students, observation feedback forms used in live supervision, sample supervisory log, creative materials used in group supervision, corrected drafts of student reports, client files containing reports, correspondence, session notes, and contact logs. The unit develops guidelines for the content of the portfolio. The unit also determines the composition of its committee. Ideally, the committee should include at least one faculty member at or above the academic rank being sought. That member would chair the committee and draft the review, which is signed by all the committee members. If there is no senior faculty member, then the unit coordinator assigns a faculty member to serve as chair.
II. *Research, Scholarship, and Other Creative Endeavors.*

A. *Mission Relevance:* The *Kansas State University Department Heads’ Manual*, Chapter 2, has this definition of research and other creative endeavors:

“Research and other creative endeavors encompass a broad spectrum of scholarship and other activities that require critical analysis, investigation, or experimentation. These endeavors are directed toward discovery, interpretation, or application of knowledge and ideas”. More specifically, research may be defined as the generation of theoretically relevant data, the analysis or synthesis of existing knowledge, and the application of knowledge to practical problems.

“The results of research, scholarship, and other creative activity should be shared with others through publication, performance, or other media appropriate to the discipline. Excellence in research and other creative endeavors is a primary criterion by which . . . important constituents (e.g., the national and international scholarly community) judge the stature” of a department, school, or university.

There should be convincing evidence that the candidate has continuously been engaged in research, scholarship, or other creative activity of high quality and significance. Much of this work will be generated by the individual candidate as part of his or her own ongoing research program. Where appropriate and possible, multidisciplinary projects are encouraged and represent a highly desirable endeavor. When evaluating a candidate’s collaborative work, evaluators must carefully establish the candidate’s role and contribution to the joint effort. When appropriate or required, judgments from eligible faculty members at other institutions and from professionals in the field should be used to supplement those of faculty members at Kansas State University (see *Letters from External Evaluators* above).

To aid in evaluating research productivity, each unit in the School must develop a ranking of journals in which the unit members publish. This ranking should be done in consultation with the School Director, and it should be revised periodically. It should have at least two tiers, based on factors such as acceptance rate, circulation, rankings in published indices, and appropriateness. Whenever possible, journals devoted primarily to teaching or Extension in the professional area should be included in the ranking. This ranking will be on file in the office of the School Director and provided to all faculty with assignments including research or creative endeavors. Appendix D contains the ranking of journals by unit faculty.

In the case of a manuscript published in journals or venues that are not mentioned in the unit’s ranking system, the faculty member and the tenure mentor, if any, should justify those journals or venues with respect to systematic progress for achieving national or international recognition in a coherent program of research or scholarship. The justification of journals not in the unit’s ranking system will be reviewed by the School faculty as part of the annual reappointment review, at which time the sense of the faculty about the appropriateness of the proposed justification should be obtained. The sense of the faculty should be stated explicitly in the summary letter to the candidate that is written by the School Director.
B. Expectations: The candidate for promotion to Associate Professor with tenure must demonstrate excellence as a researcher and scholar, with evidence of potential to contribute to the knowledge base of the chosen discipline at a national and/or international level. The candidate for promotion to Professor must demonstrate a sustained record of research, scholarship, and other creative endeavor that is recognized nationally or internationally. In addition, the candidate must provide evidence of serving as a role model for less senior faculty, for students, and for the profession. In both cases, the faculty member is expected to maintain a coherent program of research and scholarship with clearly defined theoretical, empirical, and/or intervention-oriented goals. If appropriate, the candidate is expected to play a significant and clearly-defined role in developing and/or maintaining a multi-disciplinary research program (on a local, national, or international scale).

If a candidate for tenure and promotion to associate professor has realistically and consistently had a research effort allocation of .30 during the probationary period, then the expectation would be for an average of about one research article in publication or in press, or the equivalent of one article, per year, as well as several research presentations during the probationary period. At least a few of the publications should be in the medium to high-quality journals in the journal ranking list developed by the candidate’s unit. If the candidate has had a larger or smaller average research effort allocation than .30, then prorating must be used.

Other products of scholarship that require collection of data, synthesis of data, or interpretation of data may substitute for articles. Together with the tenure mentor and with assistance from the candidate’s unit, the candidate for tenure and promotion to associate professor should make the case for the equivalence of each product of scholarship that is not a traditional article. The proposed equivalences will be reviewed by the School faculty as part of the annual reappointment reviews, at which point the sense of the faculty about the appropriateness of the proposed equivalence should be obtained. Again, the sense of the faculty should be stated explicitly in the summary letter to the candidate that is written by the School Director.

Factors that should guide all parties when scholarly work is reviewed for its equivalence to one or more research articles include these:

- The primary consideration is quality of the scholarly product.
- Authored books, edited books, book chapters, funded grant proposals, and similar products may all be considered for equivalence to one or more research articles. In the case of publications, the reputation of the publisher will be considered in these decisions.
- On occasion, an unfunded grant proposal that is of demonstrably high quality (e.g., it was ranked in a national competition) may be accepted as equivalent to one or more articles. However, no faculty member can expect to achieve tenure and/or promotion solely on the basis of high quality but unfunded proposals.
- The faculty will distinguish among grant proposals that (a) have the prospect of advancing a line of research, (b) primarily relate to instruction, and (c) support service activities. Instructional and service-related proposals are important to the School financially, and they should be considered under the appropriate section of this document (Teaching and/or Service).
- In general, presentations at professional venues provide evidence of a sustained program of research, but they do not substitute for publication. Similarly, unfunded grant
proposals, other than those for which equivalence to an article is established, are seen as providing evidence of a sustained program of research.

In the case of a candidate for promotion to the rank of professor, the evaluating faculty will look for recent evidence of a sustained and high quality program of research with national or international impact. If the candidate has been at the associate professor level for much longer than the minimum number of years before one is allowed to apply for promotion, the evaluating faculty will also look for recent evidence of productive research effort. Although the criteria indicated above for probationary faculty to achieve promotion will undoubtedly influence the faculty’s evaluation of candidates for the rank of professor, this decision is inherently more holistic in nature because of the requirement of national or international impact.

If a candidate for promotion to professor has devoted 90% of effort to teaching and 10% to service in the period following the achievement of tenure and associate professorship, then the candidate is expected to demonstrate the scholarship of teaching. Similarly, a candidate who has an assignment of 90% Extension and 10% service is expected to demonstrate scholarship related to the work for Extension. These issues will be discussed under the Teaching and Extension sections of this document.

C. Suggested Indicators of Research, Scholarship, and Other Creative Endeavors

Publications or Juried Competitions:

1. Publishes in a refereed journal or authors a refereed extension publication or extension media materials on a regular basis
2. Publishes in non-refereed but well-regarded sources (e.g., research monographs, textbook chapters, books, lay publications, trade publications, and media material)
3. Wins a juried regional or national competition
4. Provides evidence of manuscript “in press” (accepted but not yet published)
5. Develops products or patents
Research Projects, Grants, and Contracts:

1. Receives extramural funding for research project, extension project, or other creative endeavor
2. Receives university funding for a project, including Agricultural Experiment Station funding
3. Administers grant-funded research or program
4. Writes and submits research and grant proposals
5. Supervises and trains students and supports staff in research
6. Mentors students, research associates, and junior faculty in research
7. Provides research support and consultation to other members of the School

Research Presentations and Scholarly or Creative Contributions:

1. Writes and presents research paper at a professional conference (as part of symposium, paper presentation, or poster session)
2. Presents at workshop or round-table discussion at a professional conference
3. Serves as an invited discussant on a symposium
4. Serves as organizer of symposium or paper session at a professional conference
5. Develops computer software or other technology
6. Develops assessment instruments that are published nationally

Recognition for Research, Scholarship, or Other Creative Endeavors:

1. Demonstrates that work is cited by other researchers (e.g., Social Science Citation Index or ISI Web of Science, if relevant)
2. Receives awards for research/scholarship
3. Attains and/or retains membership on graduate faculty
4. Shows other evidence of high quality research (solicited or unsolicited letters by other professionals)

D. Documentation of Research, Scholarship, and Other Creative Endeavors. The following forms of evidence may be used to document competence in this domain:

1. Description and documentation of percentage of time assigned to research, scholarship, or other creative endeavor
2. Number, complexity, and quality of current research projects or programs, including others involved
3. Source and amount of funding of research projects
4. Copies of all materials “in press” or published during relevant period (Each journal citation must include the ranking of the journal in the unit’s scale, or the author’s suggested ranking and accompanying rationale)
5. School-solicited or letters of support from experts in the discipline
6. Unsolicited letters of support from experts in the discipline
7. List of presentations, targeted audiences, and content summary
8. Awards for research or creative endeavors
9. Evidence of citations of work (e.g., copies of materials citing work, Social Science Citation Index or ISI Web of Science index)

III. Extension

A. Mission Relevance
Extension scholarship may be defined as strategies, resources, programs, products, and endeavors in which research-based knowledge is applied to practical situations. Excellence in Extension scholarship requires the development of clear and relevant goals; mastery of existing knowledge; appropriate research design and methodology; the leverage of existing resources; effective communication; documented evidence of evaluation and results; and ethical behavior. Extension scholarship focuses on outreach efforts that improve the lives of Kansans living within a national and global context.

Research is a foundational aspect of extension scholarship. Specialists engage in research to discover the nature, need, and impact of important issues that affect children, youth, adults, and families. Research provides Specialists with direction to create, translate, and evaluate strategies, resources, programs, products, and endeavors that improve the quality of life for targeted audiences. Extension scholarship is then disseminated through a variety of delivery methods. Discovery, creation, translation, communication, and evaluation are critical elements in the work of Extension.

Extension scholarship may have many forms depending on the nature of the subject, the target audience, and the intended outcomes, but will include one or more of the following items:

- A research or evidence-base that provides a solid foundation for the strategies, resources, programs, products, and endeavors;
- A plan of work that includes goals, activities, outcomes, research and evaluation design and methods or other possible components that are integral to the specific work;
- Peer review by colleagues in Kansas or other states familiar with the content area;
- Resources for dissemination;
- Evaluation or other data;
- A summary report of outputs, impacts; and/or outcomes;
- A synopsis of the above communicated to others through articles in journals; conference proceedings; or reports and monographs. Appropriate dissemination includes posting of the synopsis on websites, sharing through national listservs, or other printed or electronic methods.

B. Expectations of Extension Scholarship
There must be convincing evidence that the Extension Specialist has continuously been engaged in Extension scholarship of high quality and significance. This record, or portfolio, may take many forms. A perusal of the portfolio should demonstrate that the Extension Specialist has engaged in Extension scholarship and reflects the identification or generation of evidence-based knowledge; translation and application of that knowledge; evaluation of the results of that application; utilization of the knowledge gained from the application, and attempts to sustain the results of the application.
The Specialist's portfolio of accomplishments will be concentrated in one or two areas. This allows the Specialist to develop a comprehensive body of work in which the Specialist has developed expertise and has gained a national reputation for excellence.

Ultimately, the portfolio will establish that the Specialist has a record of excellence by showcasing the body of work and demonstrating the investment of the Specialist’s resources (e.g., time, operating budget, collaborations). Although the body of work is generated by the individual Specialist, multidisciplinary projects are encouraged and represent a highly desirable endeavor.

C. Expectations for Promotion to Associate Professor with Tenure

Expectations for Extension scholarship are dependent upon the development of an Extension portfolio of accomplishments that reflects the tenths time assigned to Extension. This portfolio shall include some or all of the following:

1. A record of excellence as judged by local extension agents who have used or contributed to the Specialist's body of work;
2. A record of excellence as judged by colleagues in Kansas or other states familiar with the Specialist's area of expertise;
3. A record of excellence as judged by FSHS faculty members who have collaborated with the Specialist;
4. A synopsis of individual and/or integrated strategies, resources, programs, products, and endeavors undertaken by the Specialist;
5. A record of excellence as judged by state, regional and/or national recognition;
6. Funded or unfunded grant proposals that are of demonstrably high quality (e.g., it was ranked in a national competition);
7. Communication of the individual and/or integrated strategies, resources, programs, products, and endeavors undertaken by the Specialist through nationally refereed articles, chapters in books published by reputable sources, reports, conference proceedings, or monographs that are of high quality, and that are available on K-State websites or through other appropriate national avenues.

D. Expectations for Promotion to Professor

Promotion to Professor will depend on the development of an Extension portfolio of accomplishments that reflects the tenths time assigned to Extension. It shall include:

1. A record of excellence as judged by other colleagues throughout the nation who are familiar with the Specialist's area of expertise;
2. A reputation as a "role model for Extension" among other Extension Specialists in the Specialist's area of expertise;
3. A record of excellence as judged by national recognition;
4. A record of sustained scholarly work published in national refereed or other reputable sources.

E. Examples of Activity Utilized to Support the Outcomes Noted in the Portfolio
The portfolio could include Extension scholarship beyond the major body of work. The Specialist may engage in, and the portfolio is likely to reflect, some combination of the following examples of activity:

Planning
1. Participates in formal program planning process;
2. Coordinates with local agents, area specialists, state specialists and other professionals to identify and document needs for education;
3. Reviews appropriate state and national data to assess needs;
4. Considers views of specialists in other states and individuals in other organizations;
5. Participates in interdisciplinary program planning;
6. Pursues potential grant opportunities;
7. Obtains funding to support efforts and research, creation, translation, and/or evaluation needs (e.g., internal Extension funds, federal Extension grants, private foundation funding, internal University grants, federal and state grants, professional organization grants and awards).

Preparation
1. Prepares new educational resources;
2. Translates and/or creates a model to test existing evidence-based strategies, resources, programs, products and endeavors using methods to best meet client needs;
3. Contributes to materials developed by an interdisciplinary team, state, regional, or national initiative.

Delivery
1. Delivers in-service training to local agents and/or other professionals who then train volunteers, teach intended audiences and/or implement recommended practices;
2. Delivers strategies, resources, programs, products and endeavors directly to clientele groups;
3. Responds to questions and needs of local agents and clientele groups through phone, electronic, face-to-face consultation, and dissemination of appropriate support resources;
4. Prepares information tools (e.g., newsletters, articles, web pages, research, translation of information briefs) to support local efforts and to strengthen capabilities of local agents, Extension personnel, and consumer groups;
5. Develops, delivers, and evaluates mixed media (e.g., electronic, print, campaigns, etc.) strategies, resources, programs, products, and endeavors;
6. Administers special projects that may or may not have attached internal or external funding support.

Evaluation/Accountability
1. Integrates evaluation components into overall design of strategies, resources, programs, products and endeavors when appropriate and possible;
2. Conducts evaluation in cooperation with local Extension agents, colleagues, or other clientele groups when appropriate and possible;
3. Prepares federal, state, and other reports, as required;
4. Communicates evaluation results to legislators, decision makers, stakeholders, clients and others as appropriate;
5. Presents or publishes relevant information or findings pertaining to Extension.

Examples of Strategies, Resources, Programs, Products, and Endeavors

• Strategies: social marketing campaigns, needs assessments, evaluations of existing curricula and resources, portfolios, virtual marketing, apprenticeships;
• Resources: webinars, downlinks, training institutes;
• Programs: Presentations, course development (online, virtual, or live);
• Products: fact sheets, curricula, notebooks, teaching guides, notebooks, games, audio programs, displays, television programs/YouTube films/vlogs/blogs, Second Life interactives, websites;
• Endeavors: social networks, coalitions, demonstration sites, national/state conferences, community development sites, subcontracts and funding awards, exchanges/shadowing/mentorship programs, public policy, "best practice" programs, benefit packages).

Examples of Evaluation

Appropriate evaluations will vary significantly. Evaluation may include the effort or outputs (numbers, process), effect (impact outcomes), and efficiency (cost/benefit, utility and sustainability):

• Audience/clientele contacts: A summary of audience reached including such items as the number of resources distributed, the geographical distribution of resources, the size of the media market, and the number of leaders trained and other measures of effort;
• Peer and leader evaluations: Data summarizing the reactions to leadership; solicited and unsolicited letters from peers (colleagues in Kansas or other states familiar with the Specialist's area of expertise or leadership ability);
• Reputation: Presentations at professional conferences; keynote speeches and out-of-state workshops; publications in professional journals and resources (e.g., websites, articles, newsletters; publication in state and national media related to target audience for the strategy, resource, program, or endeavor; special awards and recognitions);
• Impact: A summary of short- or long-term consequences of the strategy, resource, program, or endeavor; letters of confirmation by colleagues in Kansas or other states familiar with the Specialist's area of expertise or leadership ability; case studies; self-reports, and evaluative research;
IV. Service

A. Mission Relevance. Excellence in service is reflected through contributing one’s expertise and knowledge to the profession, to units within the University, and to the larger community in appropriate and effective ways. These activities encompass the categories described in the *Kansas State University Handbook* (C32.5 and C32.6) as directed and nondirected service.

In the School of Family Studies and Human Services, *Directed Service* includes activities performed for the School, the University, or the public at large, “is explicitly delineated in a faculty member’s position description, requires academic credentials and/or skills, and is often routinely and explicitly scheduled in terms of time and place. This service furthers the mission and is central to the goals and objectives of the unit” (*Kansas State University Department Heads’ Manual*, Chapter 2). Illustrative responsibilities include provision of direct services to clients (e.g., speech therapy, marriage and family therapy, and family financial counseling), coordination of the units within the School, and Extension State Leader responsibilities.

In the School of Family Studies and Human Services, *Non-directed Service* is made up of three components: Professional service, institutional service, and public service that are distinct from the activities described in other professional domains. These components are defined as follows:

- **Professional service** encompasses contributions to the academic profession beyond campus. This includes contributions to professional societies and consulting with civic and governmental entities, and with industry.
- **Institutional service** includes contributions to the program unit, to the School, to the College of Human Ecology, and to the University as a whole. This may include activities related to University governance, those essential to the operation of the University (e.g., contributions to the formulation of academic policy and programs and services on the Faculty Senate and committees of the councils of the University).
- **Public service** includes both the sharing of information and knowledge and the application of knowledge to solving problems as rendered to individuals, communities, organizations, and public agencies. Such activity may take the form of serving as an expert witness or writing position papers. This activity is distinct from directed service and from Extension, and from civic and personal service (*Kansas State University Department Heads’ Manual*, Chapter 2)

B. Expectations: The candidate for promotion to Associate Professor with tenure must demonstrate effective involvement in the domains of service to the profession as well as to the public and can be reasonably expected to continue a program of effective service relevant to the mission of the School of Family Studies and Human Services. Institutional service is expected to be concentrated at the unit level. The candidate for promotion to the rank of Professor must provide convincing evidence of a sustained record of effective involvement in the domains of service to the profession and to the public.
C. Suggested Indicators of Service

Professional Service:

1. Holds an elected or appointed office in a state or national academic or professional association.
2. Serves as a journal editor, editorial board member, or review committee member of a professional organization, university, government licensing, accreditation, certification body, or agency
3. Serves as committee member for a professional or academic association at the local, state, regional, national, or international level
4. Serves as a peer reviewer of articles, manuscripts submitted to refereed journals, book publishers
5. Serves as a peer reviewer of proposals submitted to public/private funding sources
6. Serves as a peer reviewer of papers/abstracts for inclusion in proceedings and/or presentation at a professional meeting
7. Serves as an organizer of workshops, panels, or meetings in areas of professional competence
8. Provides professional service for colleagues and profession (e.g., writing or presenting position papers)
9. Serves as a professional consultant to public or private organization; collaborates in efforts with outside agencies
10. Represents the profession in public forums (e.g., expert testimony)
11. Maintains professional competence through professional development activities related to teaching, research, extension, and administration
12. Attends professional meetings
13. Serves as outside reviewer of candidates for tenure and promotion
14. Serves on a professional accrediting body

Institutional Service

Service to the School of Family Studies and Human Services

1. Serves as Chair of School committees
2. Serves as a Tenure Mentor
3. Serves as member of School committees
4. Advises/supports Student Interest Group or other student organizations in School.
5. Assists or participates in School-sponsored activities (e.g., brown-bag seminars, School career fairs; K.S.U. Open House)
6. Cultivates productive relations with outside agencies (e.g., university-town consortia; contacts with businesses/industries/organizations/individuals)
7. Attends and participates in School faculty meetings
8. Actively participates in recruitment/retention of students and new faculty (e.g., prepares information for recruitment brochures)
9. Participates in fund-raising activities unrelated to grants and contracts on behalf of the unit or School
10. Takes on time-consuming, long-term projects for the good of the unit or the School.
11. Writes and receives funding for grant proposals that support service activities in the unit or the School.

Service to the College of Human Ecology

1. Serves as member or chair of Human Ecology Faculty Council
2. Serves as member or chair of a standing college committee or a task force
3. Attends college faculty meetings
4. Serves on Open House committee
5. Advises/supports student activity/organization (e.g., Omicron Nu)
6. Participates in College recruitment activities (e.g., Careers Day/counseling prospective students)
7. Participates in alumni activities (e.g., annual alumni meeting)
8. Participates in fund-raising for college (e.g., Telefund)
9. Supports College activities (e.g., attends commencement, scholarship receptions)
10. Takes on time-consuming, long-term projects for the good of the College.

Service to the University

1. Holds a major university office (e.g., faculty senate president)
2. Serves as chair of major university committee (e.g., Presidential search committee; academic affairs committee)
3. Serves as member of a time-consuming, standing, or long-term university committee and/or task force (e.g., Institutional Review Board)
4. Serves on Faculty Senate
5. Serves as member of Graduate Council
6. Serves as chair or member of Extension committee or task force not directly related to educational programming (e.g. an Annual Conference committee in Extension; a Diversity Task Force).

Professionally-Related Service to the Public

1. Serves actively as a member or office-holder of a community organization or service club (e.g., member of board of directors)
2. Implements a project to enhance community
3. Gives talks/lectures/workshops to public
4. Provides expert witness or position papers for public or service entities
5. Represents community interests in public forums
6. Writes articles for popular publications
7. Serves as resource (e.g., gives interviews, appears or discusses for media)

Directed Service to the School

A. Unit Coordinator. This form of directed service will be formally evaluated only
if the candidate has tenths assigned to unit coordination. Typical activities associated with the responsibilities of Unit Coordinator include:

1. Provides leadership to the unit with respect to:
   a. Responsibility for accreditation issues (where relevant)
   b. Oversight of curriculum and, where appropriate, budget
   c. Oversight of admissions & screening of graduate students
   d. Convening of unit meetings
   e. Preparing self-study documents, if required
   f. Identifying future directions of the unit
   g. Assistance in recruitment and office management issues (although some may be handled by clinic director)
   h. Maintaining student files and their documentation to external units such as credentialing agencies
   i. Providing assistance to doctoral students as they seek internship placements with approved supervisors
   j. Setting up procedures to track employment and career path data of graduates
   k. Writes and receives funding for grant proposals that support service activities of the unit.

2. Provides representation and information to other entities, for example:
   a. Represents the unit to the School, College, and University
   b. Responds to inquiries from other universities
   c. Responds to requests for information about the program
   d. Responds to research questionnaires
   e. Provides articulation with state and national credentialing agencies
   f. Has troubleshooting duties, e.g., dealing with student complaints, client relations
   g. Deals with public relations issues
   h. Represents the unit at national forums

B. Clinical Service, that is, direct clinical service to clients in the following types of settings:
   1. Speech and Hearing Center
   2. Family Center
   3. Family financial counseling
   4. Mediation for conflict resolution

C. Extension State Leader. Typical activities associated with the role of Extension State Leader include:

1. Working with Assistant Director for Family and Consumer Sciences to plan, organize, and give direction to program planning
2. Helping the assistant director plan monthly extension Family and Consumer Sciences faculty meetings
3. Attending program council and other general planning meetings
4. Distributing information to other specialists
5. Organizing parts of new agent orientation, usually giving one or more presentations
6. Participating in spring planning conferences (may be two or more in different locations); may give presentation as State Leader, in addition to program or project areas
7. Promoting communication among specialists and others regarding office policies, budget information, reports, equipment needs and requests, etc.
8. Participating in other administrative meetings as required
9. Serving as Extension representative on various committees

D. Documentation of Service. The following forms of evidence may be used to document professional activity in the service domains:

1. Description and documentation of percentage of time assigned to (directed and nondirected) service and related professional activities
2. Listing of professional memberships, committee assignments, offices held
3. Listing of review activities (e.g., journal reviews, peer reviews of grant proposals)
4. Descriptive/evaluative letters from coworkers, committee chairs, or organizations delivering or receiving services
5. Documentation of presentations (e.g., target audience, topic, outline of content)
6. Documentation of special recognition (prizes/awards) for service activities
7. Media publicity regarding substance of service/presentations (e.g., newspaper, newsletter, radio, or television summary)
8. In the case of unit coordinators, feedback from faculty for whom the unit coordinator provides leadership, based on a survey by the tenure mentor, if any, or by the Director of the School
V. Post Tenure Review

FEEDBACK AND RECOMMENDATIONS FORM

Every six years after a faculty member receives tenure or appointment as a tenured faculty member, the faculty member must complete the post-tenure review process or its equivalent. An equivalent shall include, but is not limited to: application for promotion to full professor, Professorial Performance Award, promotion to full professor, receipt of substantial college, university, national or international award requiring multi-year portfolio-like documentation (University Handbook Appendix W).

Review Procedure: The FSHS Director will complete the six-year Post-Tenure Review form with input from the tenured faculty member at the time of his or her annual performance review. Upon completion of the post-tenure review, the form is signed by both the School Director and the faculty member and placed in the faculty member’s personnel file.

If the performance review indicates the need for a professional development plan to enable the faculty member to advance professionally and to make “appropriate contributions to the university” the FSHS Director will activate the Faculty Development Committee within five working days of the performance review by sending the committee chair (School’s Professor for the College Tenure and Promotion Committee) a copy of this feedback and recommendations form. The School Director is responsible for designating the other two members of the Faculty Development committee, who will serve two-year terms.

The Faculty Development Committee will then meet face-to-face with the faculty member within one month of receipt of the post-tenure review form from the Director. The purpose of that meeting will be to discuss the areas of development outlined by the School Director and to construct a professional development plan, with input from the faculty member, to guide the faculty member’s progress towards making “appropriate contributions to the university” (see Kansas State University Handbook Appendix W: Post-Tenure Review Policy). The reviewed faculty member may provide additional documentation to the committee. A copy of a written report from the Committee will be provided to the FSHS Director within 14 working days of the committee meeting. The development plan will take the form of a letter to the faculty member from the Director which is based on the written report from the Committee and may include additional recommendations from the Director. The Director will place the development plan in the faculty member’s personnel file. Information from this process will be shared with the dean of the College of Human Ecology in summary reports of all faculty reviews.

Date: ___________________ Review Period (six years): ______________________________

Name of faculty member being reviewed: ________________________________

Member’s rank and appointment: ________________________________

Faculty member (name) ________________________________
Feedback and Recommendations Form (Post-Tenure Review)

Tenths Assignment (During evaluation period):
Research ____ Instruction ____ Service ____ Extension ____ Administration _____

<table>
<thead>
<tr>
<th>Evidence items that support Appropriate Contributions to the University:</th>
<th>Clear Support</th>
<th>Area in Need of Development</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Ratings of teaching and/or clinical instruction (e.g., TEVALS)</td>
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<td>Ratings of administrative duties</td>
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<tr>
<td>Qualitative comments from students, mentees, peers, colleagues, stakeholders</td>
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<td>Unit leadership activities</td>
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<tr>
<td>State and/or national representation, reputation</td>
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<tr>
<td>Engagement evaluations, stakeholder feedback</td>
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<tr>
<td>Record of grant applications and grant awards</td>
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<td></td>
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<tr>
<td>Record of state and/or national applications and awards</td>
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<td></td>
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<tr>
<td>Record of university and/or college applications and awards</td>
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<tr>
<td>Summary of service within and/or outside the university</td>
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<tr>
<td>Scholarly endeavors resulting in peer-reviewed publications, manuals, reports, documents, media</td>
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<td></td>
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<tr>
<td>Supervised students completing degrees</td>
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<tr>
<td>Demonstration of consistently following the K-State Principles of Community</td>
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<tr>
<td>Other:</td>
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<td></td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

Recommendations/Plan:

_______ No recommendations or plan are necessary. Faculty member is progressing and is making appropriate contributions to the university. (And/or the Faculty member is exempt from post-tenure review because of a promotion in rank, review for Endowed Chair or professorial performance award, etc., during the past five years.)

_______ Faculty member requests additional input from the Faculty Development Committee to support professional development.

_______ FSHS director and Unit Coordinator will meet with faculty member to discuss unit plan to support professional development.

_______ FSHS director requests additional input from the Faculty Development Committee for the faculty member’s professional development.

_______ Other: ______________________________________________________________________________

**Brief Description of Committee Objectives for Faculty Development Plan:**

The next projected post tenure review year is scheduled for: ______________________________________

__________________________  ________________________________
Signature of the FSHS Director          Signature of faculty member being reviewed
APPENDIX A. Responsibilities of a Tenure Mentor

The tenure mentor is a faculty member who serves as an advisor to, and advocates for, the probationary candidate. Probationary faculty are strongly encouraged, but not required, to select a tenure mentor. The tenure mentor is typically a member of the candidate’s primary unit and may be recommended to the candidate by the School Director. The primary decision regarding who will serve as primary tenure mentor is made by the candidate, assuming the recommended faculty member is willing and able to assume this responsibility.

No faculty member will be required to serve as a tenure mentor, as this responsibility involves a thoughtful commitment of time and energy that may not be possible for all who are eligible. Tenured faculty members should not be nor feel pressured into accepting this role. However, the tenure mentor role is extremely important and the performance of the tenure mentor(s) is recognized among the service activities in annual evaluations and, if relevant, promotional considerations.

The general responsibilities of the tenure mentor include:

1. Informing the candidate of the professional expectations and level of performance required by the primary unit and by the School, including the development and maintenance of a multiple-year portfolio
2. Advising the candidate regarding use of time and the development of professional priorities with respect to assigned duties
3. Serving as an advocate of the candidate during mid-probationary review and final tenure review meetings, and
4. Serving as a professional confidante for questions or concerns raised by the candidate about the operations of the unit, the School, the College, and/or the university.

Appendix E contains representative questions that faculty might ask in evaluating a candidate for tenure and promotion. The mentor and candidate may find it helpful to review these questions.
APPENDIX B: Probationary Tenure-Track Faculty Reappointment Review Procedures

1. The Director requests annual evaluation reporting materials and any supplementary documents from the candidate for reappointment by December 1, for submission to the Director by January 15.

2. The Director provides the candidate’s materials to the tenured faculty fourteen days prior to a meeting the Director schedules for them to discuss the candidate’s materials and vote for or against reappointment by signed, confidential ballot that also provides the opportunity for written comments to the Director.

3. Within fourteen days, the Director reviews the candidate’s materials and the votes and written ballot comments from the tenured faculty to prepare a recommendation to the Dean on reappointment that includes evaluative statements in support of the recommendation. The Director also provides a copy of the recommendation to the candidate.
APPENDIX C: Contents of Portfolio for Mid-probationary Review

The probationary faculty member will compile evidence of his or her progress toward tenure in a professional portfolio. The portfolio is compiled in consultation with the mentor. The candidate should refer to the "Documentation" portions in the Promotion and Tenure sections of this Guide for examples of supportive evidence to document progress in teaching, research, service, extension, and clinical instruction. In addition, the Website for the Kansas State University Office of Academic Affairs has forms for use in the mid-probationary review. These forms can be downloaded.
APPENDIX D: Ranking of Journals by Unit Faculty

**Communication Sciences & Disorders**

**Tier 1 (high impact and/or professionally recognized as prestigious)**

<table>
<thead>
<tr>
<th>Journal of Nursing</th>
<th>American Journal of Speech-Language Pathology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Psycholinguistics</td>
<td>American Journal of Speech-Language Pathology (AJSLP)</td>
</tr>
<tr>
<td>Aphasiology</td>
<td>Augmentative &amp; Alternative Communication (AAC)</td>
</tr>
<tr>
<td>Autism</td>
<td>Autism Research</td>
</tr>
<tr>
<td>Brain &amp; Language</td>
<td>British Journal of Developmental Psychology</td>
</tr>
<tr>
<td>Child Development</td>
<td>Clinical Linguistics &amp; Phonetics</td>
</tr>
<tr>
<td>Cognition</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>Discourse Processes</td>
<td>Dysphagia</td>
</tr>
<tr>
<td>Focus on Autism and Other Developmental Disabilities</td>
<td>International Journal of Language and Communication Disorders</td>
</tr>
<tr>
<td>Human Communication Research</td>
<td>Journal of the Acoustical Society of America (JASA)</td>
</tr>
<tr>
<td>Journal of Child Language</td>
<td>Journal of Child Psychology and Psychiatry</td>
</tr>
<tr>
<td>Journal of Clinical Nursing</td>
<td>Journal of Communication Disorders</td>
</tr>
<tr>
<td>Journal of Fluency Disorders</td>
<td>Journal of Food Science</td>
</tr>
<tr>
<td>Journal of Head Trauma Rehabilitation</td>
<td>Journal of Phonetics</td>
</tr>
<tr>
<td>Journal of Pragmatics</td>
<td>Journal of Research in Reading</td>
</tr>
<tr>
<td>Journal of Voice</td>
<td>Language, Speech, &amp; Hearing Services in Schools (LSHSS)</td>
</tr>
<tr>
<td>Language and Speech</td>
<td>Reading and Writing</td>
</tr>
<tr>
<td>Reading Research Quarterly</td>
<td>Reading Teacher</td>
</tr>
<tr>
<td>Research in Autism Spectrum Disorders</td>
<td></td>
</tr>
<tr>
<td>Topics in Clinical Nutrition</td>
<td></td>
</tr>
<tr>
<td>Topics in Stroke Rehabilitation</td>
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</tbody>
</table>

**Tier 2 (solid—worthy of recognition)**

| Child Language Teaching and Therapy |
| Education and Training in Autism and Developmental Disabilities |
| International Journal of Speech Language Pathology |
| Journal of Adolescent & Adult Literacy |
| Journal of Extension |
| Journal of Medical Speech-Language Pathology |
| Journal of Multilingual Communication Disorders |
| Journal of Psycholinguistic Research |
| Journal of Rehabilitation |
| Journal of Texture Studies |
| Linguistics |
| Pragmatics |
| Psycholinguistic Research |
| Remedial & Special Education |
| Remedial Teacher |
| Seminars in Speech & Language |
| Topics in Early Childhood Special Education |
| Topics in Geriatric Rehabilitation |
| Topics in Language Disorders |

**Tier 3 (credit or acceptable)**

| Cognitive Rehabilitation |
| Intervention in School and Clinic |
| NSSLHA Journal |
| Reading Online |
| Undergraduate Research Journal for the Human Sciences |
Extension FSHS Journals (All Tier One)

Journal of Extension
Journal of Family and Consumer Sciences
Family and Consumer Sciences Research Journal
The Forum for Family and Consumer Issues
American Journal of Health Promotion
Family and Community Health
Journal of Community Practice
American Journal of Health Behavior
Family Studies Unit Journals List

Tier 1 or Tier 2
Basic and Applied Social Psychology
Child & Adolescent Social Work Journal
Child Abuse & Neglect
Child Development
Children and Youth Services Review
Developmental Psychology
Families in Society
Family and Consumer Sciences Research Journal
Family Process
Family Psychology
Family Relations
Family Science
The Future of Children
Journal of Adolescent Research
Journal of Aggression, Maltreatment & Trauma
Journal of Child and Adolescent Trauma
Journal of Child and Family Studies
Journal of Comparative Family Studies
Journal of Couples and Relationship Therapy
Journal of Divorce & Remarriage
Journal of Family Communication
Journal of Family Issues
Journal of Family Psychology
Journal of Family Studies
Journal of Family Violence
Journal of Interpersonal Violence
Journal of Marriage and Family
Journal of Personality and Social Psychology
Journal of Poverty
Journal of Social & Personal Relationships
Marriage and Family Review
Personal Relationships
Personality and Social Psychology Bulletin
Qualitative Inquiry
Qualitative Research
Qualitative Social Work: Research and Practice
Sex Roles
Social Behavior and Personality
Violence Against Women
Violence and Victims
Youth & Society
Life-Span Human Development Journals

Early Childhood Education/Child Development

Tier 1:
- Child: Care, Health, and Development
- Early Child Development and Care
- Early Childhood Research Quarterly
- Early Education and Development
- International Journal of Early Childhood
- International Journal of Early Years Education
- Journal of Early Childhood Teacher Education
- Journal of Research in Childhood Education
- Child Development

Tier 2:
- Topics in Early Childhood Education
- Young Children (research to practice)
- Teaching Young Children (research to practice)
- Young Exceptional Children

Adolescence

Tier 1:
- Journal of Adolescence
- Journal of Early Adolescence
- Journal of Adolescent Research
- Journal of Research in Adolescence

Tier 2:
- Journal of Youth Development
- Youth & Society
- New Directions in Youth Development

Aging

Tier 1:
- Journals of Gerontology
- The Gerontologist
- Psychology and Aging

Tier 2:
- Journal of Aging Studies
- Journal of Applied Gerontology
- Journal of Housing for the Elderly

Life-Span

Tier 1:
- International Journal of Behavioral Development

Tier 2:
Marriage and Family Therapy Journals

**TIER I:**
- Journal of Marital and Family Therapy
- Family Process
- Journal of Sex and Marital Therapy
- Journal of Family Therapy
- Family Systems & Health

**TIER 2:**
- American Journal of Family Therapy
- Journal of Couple and Relationship Therapy
- Journal of Family Psychotherapy
- Contemporary Family Therapy
- Journal of Feminist Family Therapy
- Australian & New Zealand Journal of Family Therapy
- Child and Family Behavior Therapy
- The Family Journal
- Family Therapy
- Journal of Systemic Therapies

**Personal Financial Planning Journal Listings**

*Tier I Journals:*
- Family Business Review
- Journal of Consumer Affairs
- Journal of Economic Psychology
- International Journal of Consumer Studies
- Financial Services Review
- Journal of Behavioral Finance
- Journal of Family and Economics Issues
- Journal of Financial Counseling and Planning

*Tier II Journals:*
- Journal of Personal Finance
- Journal of Financial Therapy
- Family and Consumer Sciences Research Journal
- Housing and Society
- Journal of Financial Planning
- Journal of Financial Services Professionals
- Journal of Consumer Education
APPENDIX E. Representative Questions Asked by the School Faculty When Assessing the Candidate’s Performance

A. Representative Questions Asked by the School Faculty When Assessing the Candidate’s Performance in the Domains of Teaching. The following questions, along with others, help reviewers evaluate the teaching performance of the candidate.

1. To what degree does the candidate demonstrate command of the subject and continuous growth in the subject matter knowledge?
2. How well does the candidate demonstrate the ability to develop and organize instructional material?
3. How well does the candidate demonstrate the ability to present instructional material in a clear and coherent manner?
4. To what degree does the candidate demonstrate the ability to bring an audience to a high level of understanding and to an awareness of the relationship of the subject to other fields of knowledge and application?
5. To what extent does the candidate demonstrate the creativity, spirit, and enthusiasm that vitalize learning?
6. What evidence shows that the candidate adapts the subject matter to the level and needs of students and clientele?
7. At what level does the candidate demonstrate skill in preparing material for diverse audiences?
8. How does the candidate contribute to course, curriculum, and program development?
9. How well does the candidate demonstrate an understanding of the relationship between the area of specialization and the overall departmental curriculum?
10. To what extent does the candidate present evidence of competent advising?
11. How does the candidate demonstrate effective guidance, mentoring, and advising of students?
12. To what extent does the candidate engage in activities related to the scholarship of teaching (e.g., publishing materials designed to enhance the learning of students and faculty, such as workbooks, curriculum handbooks, or study guides; attendance at leadership conferences)?
13. To what extent does the candidate engage in grant writing to support instruction?

B. Representative Questions Asked by the School Faculty Specific to Clinical Instruction and service.

The unit’s clinical faculty will provide information to the reviewing faculty about the level of the candidate’s performance in the following areas of instruction and service.

Client Population.
1. How appropriate are the services provided?
2. How timely and appropriate are referrals?
3. What attempts are made to inform/include/collaborate with relevant professionals, family members, and caregivers?
4. How do clients and/or client family members view services received, if such information is available?
5. Are services adequately documented and is required paperwork completed such as current release of information forms, reports of intervention, progress notes?
6. How well does documentation conform to currently accepted standards?

Student population.
1. How appropriate are the services provided?
2. How timely and appropriate are referrals?
3. What attempts are made to inform/include/collaborate with relevant professionals, family members, and caregivers?
4. How do clients and/or client family members view services received, if such information is available?
5. Are services adequately documented and is required paperwork completed such as current release of information forms, reports of intervention, progress notes?
6. How well does documentation conform to currently accepted standards?
7. To what degree do student ratings reflect reasonable clinical supervision (in terms of consultation time, amount of observation, appropriateness, helpfulness, timeliness)?
8. To what degree does the amount of observation time conform to generally accepted standards for the discipline?

Clinical Unit.
1. To what extent does the clinician participate in student reviews?
2. To what extent does the clinician consult with other members of the unit when appropriate?
3. Does the clinician document their professional credentials and obtain continuing education or training?

C. Representative Questions Asked by the School Faculty When Assessing Candidate’s Performance in Research, Scholarship, and Other Creative Endeavors:

1. Is the work of the candidate in these domains relevant to the mission of the School?
2. Does the work exhibit high quality and significance?
3. Is the quantity of research output consistent with the percentage of time allotted to research?
4. Has the candidate sought out and/or received funding for the research or other creative activity?
5. Has the work earned a regional, national, or international reputation?
6. Is there consistency or continuity in the field of endeavor?
7. Does the work show adequate development or progress over time?
8. Does the work afford an opportunity for the training and mentoring of graduate students?
9. If feasible, does the work show collaborative effort with other faculty?
10. Does the work demonstrate that the candidate has the potential to do high quality research, scholarship, or other creative activity in the future?
11. Is the work of the candidate displayed in visible journals and forums?
12. Does the publication record of the candidate balance quantity of output with quality of output?

D. Representative Questions Asked by the School Faculty When Assessing Candidate’s Performance in the Domains of Extension:

1. Is the work of the candidate in these domains relevant to the mission of the School and the overall goals of K-State Research and Extension?
2. Does the candidate produce quality resources that are appropriate for the target audience?
3. Does the candidate develop programs that contain up-to-date information supported by research in the field?
4. Does the candidate use appropriate and innovative delivery methods?
5. Does the candidate carry out appropriate program evaluation?
6. Does the candidate show a strong collaborative effort with other faculty, Extension colleagues, and external partners?
7. When appropriate, do the candidate’s Extension programs have a regional, national or international reputation?
8. Does the candidate receive special awards or recognition?
9. Does the candidate have a record of refereed articles or book chapters?
10. Does the candidate share his programs and their rational for success nationally with peers through research monographs?

E. Representative Questions Asked by the School Faculty When Assessing Candidate’s Performance in The Domains of Service:

1. Are the candidate’s activities relevant to the mission of the School, College, and University?
2. Are the candidate’s activities bring national prominence to the School?
3. What offices or committee leadership responsibilities has the candidate held?
4. Is there evidence supporting the professional development of the candidate?
5. Is there evidence that the candidate has received special recognition?
6. Has the candidate been invited to testify regarding research and/or public policy?
7. Has the candidate actively supported the School, the College, and the University?
8. Does the candidate show evidence of positive communication with other professional and public audiences?

For Unit Coordinator who has tenths assigned to that service, the following questions are also relevant:

1. To what extent does the Unit Coordinator provide good leadership to the unit, as assessed by the School Director and the unit faculty?
2. In units that are accredited, is the program’s accreditation in good standing?
3. Has the candidate written grant proposals that further the service mission of the unit or the School?