

DEPARTMENT OF APPLIED HUMAN SCIENCES


(Approved by Faculty Vote on 5-12-23)

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES *(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): **3/2025**

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES*: **3/2025**



Mindy Markham, Department Head
Date signed: 5-25-2023



Craig Harms, Interim Dean
Date signed: 6/21/2023



Charles Taber, Provost and Executive Vice President
Date signed: 6/28/2023

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

DEPARTMENT OF APPLIED HUMAN SCIENCES

College of Health and Human Sciences
Kansas State University

Core Purpose of the Department:

The Department of Applied Human Sciences is committed to providing high quality educational programs, training, and services; increasing knowledge and skills through multidisciplinary research, teaching, and engagement; and contributing professional leadership to enhance the quality of life for individuals and families in Kansas, the nation, and abroad.

Mission Statement:

To make a difference in people's lives through research, teaching, engagement, outreach, service, and clinical intervention.

Vision Statement:

To provide high quality and relevant educational programs, training, clinical interventions and services within our disciplines to positively impact the health and life quality of individuals and families in Kansas, the nation, and abroad.

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Annual Evaluation and Performance Improvement

The unclassified personnel (faculty and staff) of the department have established the following procedures to assist its members in establishing goals for their professional accomplishment and evaluating the attainment of those goals.

Annual Goal Setting

Each unclassified personnel with an appointment of .5 FTE or greater will meet annually with the Department Head or their immediate supervisor to establish personal goals and objectives in the major areas of professional activity (see *University Handbook* Sections C45.1 – 45.3) using Attachment 1. Completed forms are to be on file in the department office by a date established and announced by the Department Head. If the Department Head and the employee are unable to agree on goals and objectives for the new evaluation period, the Dean of the College shall resolve the matter following discussions with each of the above parties.

Responsibilities of Employee

- The employee will work collaboratively with the Department Head in outlining position responsibilities for the coming year and, in a timely manner, notify the Department Head of any substantial change in those responsibilities. The employee is responsible for developing a written description of goals using Attachment 1 and submitting it to the Department Head for review and approval along with the annual goals for the previous year.

Responsibilities of the Department Head

- The Department Head will communicate any College-wide priorities regarding the funding environment and resources to employee and initiate the meetings to establish annual goals with the individual faculty members. Ideally, the Department Head and the faculty can discuss annual goals in the same meeting at which the Department Head discusses evaluation of the faculty member's performance for the previous year.
- The annual goals document, written by the employee, must be reviewed by the Department Head and co-signed by both the Department Head and the employee, who will keep a personal copy. If necessary, discrepancies in expectations in the written description will be resolved in another meeting between the Department Head and the employee. If the annual goals document is not completed by the designated date, or is otherwise unsatisfactory, the Department Head may refer individual cases to the Dean of the College for resolution.

Annual Evaluation

The Department Head (or the director's designee) must prepare a written annual evaluation for each full or part-time (.5 and above) faculty and professional staff person (see *University Handbook* Section C46.1).

The annual evaluation recommendations of the Department Head are to be based on: (1) the relative proportion of time and effort devoted to each area jointly established each year by the individual faculty/staff member and the Department Head; (2) each unclassified member's self-report accompanied by appropriate evaluation data; and (3) the Department Head's own assessment of faculty/staff growth and productivity. This policy applies to those unclassified personnel (faculty or professional staff) whose annual salary recommendations originate from the department with regular and term appointments of .5 FTE or greater.

The evaluation system is based on performance during the 12-month evaluation period from August 1st through July 31st. Employees are expected to complete and provide the annual evaluation documentation in attachment 1, updated vita or résumé, and other evaluation information (such as TEVALs, syllabi, sample publications) in electronic format.

Responsibilities of Employee

- The employee is responsible for preparing and submitting the materials pertinent to annual evaluations (see Attachment 1). All materials must be submitted to the Department Head by September 15th.
- Additionally, faculty members are expected to submit TEVALs and other teaching evaluation materials to the department head electronically following courses taught in the fall semester by January 10th. This is an opportunity for mid-term formative evaluation to provide support to teaching faculty.

Responsibilities of the Department Head

- Based on the materials provided by each member of the department, the Department Head will determine an overall rating.

Merit Increases

When merit increases are available, the Department Head will recommend a salary adjustment for each faculty member based on annual evaluation ranking within the department.

Promotion, Tenure, and Reappointment: Tenure-Track Faculty

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 Department of Applied Human Sciences 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 duration of the probationary period relative to tenure varies with rank and experience. See *University Handbook* Sections C82 – 84 for timeline guidelines.

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. 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, publicly-engaged scholarship, 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. In addition, the faculty member will be evaluated on other factors, such as meeting department needs and objectives and promoting cooperative working relationships.

Responsibilities of Employee

- As assignments and areas of expertise vary, the faculty of the Department of Applied Human Sciences 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 Department, the College, and the University through teaching, research, extension, and service as stipulated in their assignments.

Responsibilities of the Department Head

- The Department Head is responsible for informing the candidate of the processes and criteria involved in tenure and/or promotion.
- In the case of probationary faculty, the Department Head 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.

Probationary Faculty Reappointment Review Procedures

1. The Department Head requests annual evaluation reporting materials and any supplementary documents from the candidate for submission to the Department Head no later than one week past the last day of Fall final's week.
2. The Department Head provides the candidate's materials to the tenured faculty 14 days prior to a meeting the Department Head 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 Department Head.
3. Within 14 days, the Department Head 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.

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 (see *University Handbook* Appendix A).

Mid-Probationary Review

Portfolios of probationary faculty will be reviewed midway through the probationary period by the Department Head and eligible faculty in the department in accordance with university policy (see *University Handbook* Sections C92.1 – 92.4).

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 during the mid-probationary review. If there are instances when the tenured faculty and the Department Head are in conflict with respect to the performance of a probationary faculty, the Department Head and the tenured faculty, including (if one has been chosen) the candidate's tenure mentor, will meet to resolve the differences. This is to ensure 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.

Procedures for Promotion and Tenure

The *University Handbook* Sections C110 – 116.2 document the procedures for tenure evaluation and *University Handbook* Sections C120 – 156.2 document the procedures for promotion in rank. Written requests for consideration of tenure and/or promotion must be submitted to the Department Head no later than June 15. It is more common that the candidate and Department Head (in consultation with faculty mentor) discuss application for tenure and/or promotion as part of the candidate's annual review/reappointment meeting the preceding spring semester.

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 (*University Handbook* Section C36.1). The candidate for promotion and/or tenure provides the Department Head with the names and addresses of approximately 10 external evaluators by no later than June 15, and the members of the candidate's unit provide the Department Head with a similar number of external evaluators. Candidates for tenure and/or promotion have the right to submit to the Department Heads 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. 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 reviews will not be sought by anyone other than the Department Head. It is inappropriate for persons at other administrative levels (i.e., College Tenure and Promotion Committee, the Dean, the Council of Deans, and the Provost) to solicit additional external reviews beyond those sought by the Department Head. However, following notification to the candidate, the Department Head 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 department 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 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 Department Head within five working days of the meeting.

Responsibilities of the Department of Applied Human Sciences and the College of Health and Human Sciences

The candidate's tenure mentor, if any, presents the candidate's materials to the eligible voting faculty members. If there is no tenure mentor, then the Department Head appoints a senior faculty member other than the session chair to present the materials. Within five working days from that date, each eligible faculty member will submit a written ballot and any written comments to the Department Head. At the close of the voting period, the Department Head will open the ballots and record the vote.

The Department Head 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 Department Head 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 Health and Human Sciences along with the results of the vote of the eligible faculty. A summary of the comments will be transmitted to the candidate and to the eligible faculty, upon request.

Activities to be Documented for Tenure and Promotion

The university guidelines for organization and format of the tenure and promotion documentation should be used (see <https://www.k-state.edu/provost/resources/dhmanual/promotion/promotio.html>).

1. Teaching

- A. *Mission Relevance.* Evaluation of teaching may occur with respect to the following areas of activity: Classroom instruction, non-classroom instruction (including to external stakeholders), 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; develops and offers microcredentials; 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. Works with external stakeholders to provide opportunities for students to engage in service-learning opportunities
10. Publishes professional materials targeted specifically for student audiences (e.g., textbooks, published lectures, workbooks, instructional guides, audiovisual or computerized instructional materials)
11. Presents and/or publishes materials specifically *about* teaching
12. 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)
13. Adheres to university policies regarding teaching (e.g., final exam policy)
14. 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)
15. Co-teaches or co-develops academic programs with external stakeholders

Non-classroom 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 (e.g., co-teaching with graduate students, supervising GTAs)
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 department 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.
11. Designs and/or teaches study abroad experiences.
12. Dissemination of knowledge to the public through media interviews, fact sheets, white papers, infographics, blog posts, vlogs, podcasts, microcredentials, etc.
13. Provides trainings to public audiences through workshops/webinars.

Clinical Instruction. Clinical instruction is the teaching of clinical skills and knowledge to students. In AHS, 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 co-therapist with the faculty member)
11. Providing clinical services during periods when students are not available, such as

semester breaks

12. 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. Documentation of media interviews, community workshops, co-teaching with external stakeholders, and supervising student service learning and/or applied internships
11. Evidence of the impact of public-facing instruction such as number of participants engaged, workshop evaluations, collaborative partnership evaluations, metrics of engagement for online content, etc.
12. 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)
13. Evidence of new or innovative teaching strategies, materials, or media
14. Materials related to the development of a new course
15. Contributions to curriculum development and revision
16. Evidence of teaching resulting in scholarship (e.g., publications with or by students arising from class discussion)
17. Description and documentation of supervisory and advising activities (including number of students supervised and advised and the percentage of time assigned to advising)
18. 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.

2. Research, Scholarly and Creative Activities, and Discovery

A. *Mission Relevance.* 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 department must develop a ranking of journals in which the unit members publish. This ranking should be done in consultation with the Department Head, and it should be evaluated by each unit on an annual basis. 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 Department Head and provided to all faculty with assignments including research or creative endeavors. Appendix B contains the ranking of journals by unit faculty.

A submission to a research journal that is in press or is published during the evaluation period must be accompanied by the journal's ranking in the journal tiers established by individual

units within the department. The tiers are meant to be a useful, but not exhaustive, guide to gauge research impact within a unit's discipline. While units are encouraged to update the journal list on a regular basis, the lists cannot be expected to be comprehensive. Submissions to and publications in journals that are not included on the list (i.e., non-listed journals) are encouraged when the journal is a good fit for the research and should be justified with respect to systematic progress for achieving national or international recognition in a coherent program of research or scholarship. Justification for submission to and publication in non-listed journals should include information to help understand the impact of non-listed journals such as impact factors, indexing, citations, circulation, etc. as well an explanation of why the journal is an appropriate place to publish the manuscript.

The justification of journals not in the unit's ranking system will be reviewed by the department 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 Department Head.

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 endeavors that are recognized nationally or internationally. 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) and may be involved in publicly-engaged scholarship.

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.

In rare circumstances, other forms of scholarship 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 department 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 Department Head.

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, externally 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 department 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 evidence of a sustained and high quality program of research with national or international impact. The assessment of the national or international impact of a candidate's research program when applying for promotion to the rank of professor may vary greatly given the multidisciplinary aspect of the department and preferred methods/forms of scholarship. Evaluating members must determine if the sustained quantity and quality of scholarship is appropriate for the discipline of focus and nature of the candidate's area of scholarship.

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, Scholarly and Creative Activities, and Discovery.

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 department

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, Scholarly and Creative Activities, and Discovery:

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)

Publicly-Engaged Scholarship:

1. Engages in stakeholder-based participatory Research, Scholarly and Creative Activities, and Discovery
2. Develops and administers community/program needs assessments
3. Develops, implements, evaluates, and refines community-based program and/or clinical intervention
4. Publishes case studies
5. Convenes stakeholders and collaborates on Research, Scholarly, and Creative Activities, and Discovery issues and priorities
6. Contributes expertise to community projects

D. Documentation of Research, Scholarly and Creative Activities, and Discovery. 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. Department-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)
10. Documentation of publicly-engaged scholarship, including contributing expertise to community projects, conducting community/program needs assessments, publishing case studies, collaborating with stakeholders on RSCAD issues, and/or stakeholder-based participatory research
11. Documentation of developing, implementing, evaluating, and refining community-based program and/or clinical intervention

3. 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 and engagement 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.

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 AHS 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.

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.

C. 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, white papers, infographics, blog posts, vlogs, podcats, media interviews) 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, workshops, webinars, course development (online, virtual, or live);
- Products: fact sheets, white papers, curricula, notebooks, teaching guides, notebooks, games, audio programs, displays, television programs/YouTube films/vlogs/blogs, Second Life interactives, websites, infographics, podcasts;
- 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;
- Efficiency: Evidence of cost-benefit, assessment of consumer utilization, likelihood of sustainability, and the effect of inspiring new innovations among colleagues and consumers.

4. 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 *University Handbook* Sections C32.6 – C32.7) as directed and non-directed service.

In the Department of Applied Human Sciences, *Directed Service* includes activities performed for the department, 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. Illustrative responsibilities include provision of direct services to clients, coordination of the units within the department, and Extension State Leader responsibilities.

In the Department of Applied Human Sciences, *Non-directed Service* is made up of three components: Profession-based service, institution-based service, and public-based service

that are distinct from the activities described in other professional domains. These components are defined as follows:

- *Profession-based service* encompasses contributions to the academic profession beyond campus. This includes contributions to professional societies, consulting with civic and governmental entities, and with industry.
- *Institution-based service* includes contributions to the program unit, Department, College, and 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), and those which enhance and support university programs and goals.
- *Public-based 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 and other relevant public service activity supports. This activity is distinct from directed service and from Extension, and from civic and personal service.

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 Department of Applied Human Sciences. 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.*

Directed Service

A. *Program Chair.* 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 Program Chair include:

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 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.

Provides representation and information to other entities, for example:

- a. Represents the unit to the Department, 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.

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 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

Profession-based 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

Institution-based Service

Service to the Department of Applied Human Sciences

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

Service to the College of Health and Human Sciences

1. Serves as member or chair of College Committee on Planning
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 Departmental Student Organizations (e.g., Kappa Omicron Nu)
6. Participates in College recruitment activities (e.g., Powercat Preview Day/meeting with prospective students)
7. Participates in alumni activities (e.g., hosting alumni award recipients)
8. Participates in fundraising for College
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)

Public-based Professional Service

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. Provides expert witness or position papers for public or service entities
4. Represents community interests in public forums
5. Writes articles for popular publications
6. Serves as resource (e.g., gives interviews, appears or discusses for media)
7. Facilitates community conversations

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 non-directed) 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) or facilitation of community conversations
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 program chairs, feedback from faculty for whom the program chair provides leadership, based on a survey by the tenure mentor, if any, or by the Department Head

Standards for Minimally Acceptable Professional Performance

The minimally acceptable standards of performance for each area of assigned duties are delineated below.

A. Teaching

- Meets all assigned classes for scheduled periods and is prepared for instruction
- Prepares up-to-date syllabus for each assigned course and places it on file with the department
- If part of the faculty member's load, is regularly available and accessible for supervision of practica and internships
- If part of the faculty member's load, supervises student clinicians in accord with accepted professional and ethical standards
- Posts and keeps office hours
- Conducts standard University evaluation of teaching for each assigned course, or uses other methods of evaluation approved by the Department Head, e.g. for labs or for courses with very small enrollments
- Assigns grades equitably and turns in grades in a timely manner
- If part of the faculty member's load, is available and responsive to assigned student advisees
- Is available to serve on student committees and responsive to requests to do so, and when a member of such committees, attends and prepares for them
- Maintains appropriate certifications and/or licensure in faculty member's specialty areas
- If part of the faculty member's load, provides direct clinical service to clients in the absence of students in order to fulfill contractual obligations

B. Research, Scholarly and Creative Activities, and Discovery

- Provides evidence of continuous scholarly or creative involvement. On a typical .30 research appointment, this effort should result in an average of about one research article in publication or in press, or the equivalent of one article as well as several research presentations per year. 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.

C. Extension

- Participates in Extension scholarship.
- Prepares and updates educational materials in a timely manner and the materials are used by Extension agents
- Is available and responsive to agent requests within limitations of available time and other resources
- Has one article or book chapter in process for a refereed journal
- Provides in-service training to Extension agents for the developmental and/or delivery of programs to target audiences
- Participates in Extension meetings and planning processes
- Pursues external and internal funding opportunities

D. Service

- Non-directed Service
 - Attends Department, College, and Unit meetings
 - Serves on Department, College, and University committees as demonstrated by participation in meetings
 - Supports Department and College activities (attends commencement, works on Open House, attends Scholarship events)
 - Belongs to professional organizations and attends professional meetings
 - Assists with student recruitment
 - Serves as a member of community organization or board member related to the faculty member's professional expertise
 - Conducts volunteer work for organizations that utilize the faculty member's professional expertise

- Directed Service, if a part of the faculty member's load
 - Facilitates identification and evaluation of unit goals and objectives
 - Provides for maintenance of program records
 - Communicates with clients, parents, donors, and/or staff
 - Addresses areas of concern identified by clients, parents, donors, and/or staff
 - Documents professional credentials and continuing education or supplemental training
 - Adequate ratings by peers or supervisors on delivery of professional services
 - Client ratings indicate satisfactory service to them

E. Communication Sciences and Disorders Clinic Director

- Conducts a weekly clinic hour meeting for graduate students. A variety of topics are covered that pertain to clinical procedures, clinical policies, and professional issues
- Demonstrates leadership in addressing repair strategies for graduate students who have not met or continue to have deficiencies in clinical competencies
- Makes clinical and externship assignments in a timely manner
- Follows accreditation standards in assignment of student clinicians to clients and extern placements
- Facilitates in-house and externship evaluations conducted by supervisors of graduate students
- Assures that contractual relationships are kept updated with externship sites
- Conducts clinical student review and takes a leadership role on the clinical grading committee
- Keeps clinic supplies and materials current and available for students and faculty
- Routinely updates written documentation about clinic policies and procedures (clinical manual, clinical intake form, case history forms, and outcome assessment forms)

F. Couple and Family Therapy Clinic Director

- Clinical Leadership:
 - Demonstrates leadership in developing and implementing performance improvement strategies for graduate students not meeting clinical competencies expected of their developmental level
 - Makes offsite externship assignments in a timely manner

- Assigns clinicians to clients in an appropriate manner
- Facilitates timely onsite and offsite clinical skills evaluations
- Facilitates growth and development of student clinicians
- Maintains clinic audio/visual technology
- Routinely updates written documentation about clinic policies and procedures (clinical manual, clinical intake form, case history forms, and outcome assessment forms)
- Clinic Outreach and Promotion
 - Maintains a positive working relationship with supervisors and administrators at offsite placement sites
 - Maintains contractual relationships with extern sites
 - Represents Family Center in community settings
 - Coordinates annual Jurich workshop and Lecture
- Oversees Supervision
 - Makes supervision assignments well in advance of each semester
 - Facilitates and directs night supervision
 - Provides leadership in addressing supervision concerns and conflicts
- Family Center Administration
 - Oversees Family Center budget
 - Works with donors to generate funding
 - Keeps clinic supplies and materials current and available for students and faculty.
 - Provides effective training, supervision, and support of Family Center front office staff.

G. Program Chair

- Provides vision and future directions in conjunction with the unit faculty and staff
- Provides leadership for establishing and achieving unit goals
- Coordinates and works to revise curriculum, the changing “score of practice” for the profession
- Monitors semester schedules and ensures that faculty maintain a full teaching load appropriate to their position
- Actively seeks qualified adjunct faculty to teach classes when appropriate
- Provides leadership for utilizing financial resources that reside in the unit in a responsible and effective manner
- Helps the unit seek funding streams for contracts, grants, and new program services that will help the financial and service functions of the program
- Creatively uses unit resources to meet unit needs, but will also actively advocate for other university resources when the unit cannot meet its needs internally
- Organizes record keeping process and ensures that necessary program records are maintained
- Provides effective leadership for the accreditation process, when appropriate
- Effectively serves as the unit representative when communicating with administration
- Collaborates with community agencies and other universities as appropriate
- Provides leadership of the unit and allows for feedback and problem-solving through regularly scheduled meeting times

- In conjunction with the Department Head, works to resolve student, faculty, and staff issues as they arise
- Effectively takes care of requests from the Department Head and the higher administration
- Effectively completes the unit's assessment reports in collaboration with the unit faculty

H. Associate Director for Academic Affairs

- Provide leadership in the coordination, implementation, and assessment of K-State 2025 plan
- Coordinate undergraduate and graduate academic programs, including department course schedule and curriculum changes
- Coordinate department efforts related to graduation and retention
- Provide mentoring/on-boarding support of new faculty and staff
- Ensure all academic and curricular processes follow universities policies and procedures
- Provide leadership in determining Graduate Teaching Assistantships within the department in conjunction with program chairs
- Provide leadership for necessary revisions of the department document
- Prepare reports for the department for internal and external audiences related to academic affairs

The Professorial Performance Award (Full Professors)

The Professorial Performance Award is intended to recognize excellent and sustained performance of full professors (see *University Handbook* Sections C49.1 – 49.14 for complete information about this award). The award carries with it an increase to the faculty member's base salary. The criteria associated with this award are as follows:

- The candidate must be a full professor and must have been in rank at least six years since the last promotion or professorial award.
- The candidate must show evidence of sustained productivity for at least the six years immediately preceding the performance review.
- The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to professor according to current approved departmental standards.

The Department of Applied Human Sciences recognizes that full professors do not all have the same load distribution. In particular, some may have only teaching and service responsibilities. Nevertheless, the department's policy is that all full professors are eligible for the award. In the case of faculty who have teaching as a high proportion of the load, evidence of the scholarship of teaching should be presented along with the other forms of evidence that support a strong record of teaching.

The Performance Review

The candidate submits a written request for consideration for the Professorial Performance Award to the Department Head by November 15 to be considered during the following January. The performance review follows the timeline for the annual review process. By the last day of fall final's week, the candidate must submit a vita, samples of work, and respond to a possible request for supportive and/or clarifying documentation from the Department Head.

The Department Head will review materials, decide if the candidate meets the requirements to receive the award, and notify the candidate in writing of that decision. Each candidate for the award will have the opportunity to discuss the written evaluation and recommendation with the Department Head, and each candidate will sign a statement acknowledging the opportunity to review the evaluation. Within seven working days after the review and discussion, each candidate has the opportunity to submit written statements of unresolved differences regarding his or her evaluation to the Department Head and to the Dean. A copy of the Department Head's written recommendation will be forwarded to the candidate.

As soon as feasible after the Department Head has prepared his/her written recommendation, the Department Head will convene the department's tenured faculty for discussion of the recommendation and to obtain a vote of those faculty members as part of the process to advise the College Dean regarding the candidate's qualifications for the award.

The Department Head must submit the following items to the appropriate Dean:

- a. A copy of the evaluation document used to determine qualification for the award,
- b. Documentation establishing that there was an opportunity for the candidate to examine the written evaluation and recommendation,
- c. Any written statements of unresolved differences concerning the evaluation,
- d. The candidate's supporting materials that served as the basis for adjudicating eligibility for the award (see *University Handbook* Sections C49.6 – 49.7).

Chronic Low Achievement Policy

In accordance with *University Handbook* Sections C31.5 – 31.8, any tenured faculty member that fails to carry out the responsibilities outlined in their job description or does not meet the minimum performance expectations will be considered to have “fallen below minimal acceptable levels of productivity.” Faculty who fail to achieve the minimal acceptable level of productivity are subject to the procedures and criteria in *University Handbook* Section C31.5. A faculty member in this category may request an independent evaluation of performance by an ad hoc Department Appeals Committee, which will be comprised of three department faculty members selected by the Department Head. The Appeals Committee will review the annual evaluation documents submitted by the faculty member and the performance evaluation summaries prepared by the Department Head. The committee will advise the Department Head whether or not they support the faculty's performance rating.

Post-Tenure Review

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. See the *University Handbook* Appendix W.

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 Department Head will activate the Faculty Development Committee within five working days of the performance review by sending the committee chair (Department’s Professor for the College Tenure and Promotion Committee) a copy of this feedback and recommendations form. The Department Head 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 Department Head. The purpose of that meeting will be to discuss the areas of development outlined by the Department Head 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 *University Handbook* Appendix W). 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 Department Head within 14 working days of the committee meeting. The development plan will take the form of a letter to the faculty member from the Department Head which is based on the written report from the Committee and may include additional recommendations from the Department Head. The Department Head 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 Health and Human Sciences in summary reports of all faculty reviews.

Feedback and Recommendations Form (Post-Tenure Review)

Tenths Assignment (During evaluation period): Research__ Instruction__ Service__ Extension__ Administration__

Clear Area in Need of

Evidence items that support *Appropriate Contributions to the University*: Support Development N/A

| | | | |
|---|--|--|--|
| Ratings of teaching and/or clinical instruction (e.g., TEVALS) | | | |
| Ratings of administrative duties | | | |
| Qualitative comments from students, mentees, peers, colleagues, stakeholders | | | |
| Unit leadership activities | | | |
| State and/or national representation, reputation | | | |
| Engagement evaluations, stakeholder feedback | | | |
| Record of grant applications and grant awards | | | |
| Record of state and/or national applications and awards | | | |
| Record of university and/or college applications and awards | | | |
| Summary of service within and/or outside the university | | | |
| Scholarly endeavors resulting in peer-reviewed publications, manuals, reports, documents, media | | | |
| Supervised students completing degrees | | | |
| Demonstration of consistently following the K-State Principles of Community | | | |
| Other: | | | |
| Other: | | | |

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.

_____ Department Head and Unit Coordinator will meet with faculty member to discuss unit plan to support professional development.

_____ Department Head 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:

Signature of the Department Head Signature of faculty member being reviewed

Appointment, Promotion, and Reappointment: Non-Tenure Track Faculty

The Department of Applied Human Sciences includes a number of positions and ranks for non-tenure track faculty, either term or regular appointments (see *University Handbook* Sections C10 – C12 for definitions):

- Instructor (3 ranks) – Instructor, Advanced Instructor, Senior Instructor
- Research (3 ranks) – Research Assistant Professor, Research Associate Professor, Research Professor
- Clinical (3 ranks) – Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor
- Practice (2 ranks) – Professor of Practice, Senior Professor of Practice
- Teaching (3 ranks) – Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor
- Extension (3 ranks) – Extension Assistant Professor, Extension Associate Professor, Extension Professor

Non-tenure track faculty members at any rank on a regular appointment are members of the general faculty and are afforded all perquisites accorded to the general faculty, including Notice of Non-Reappointment (see *University Handbook* Appendix A), with the exception that years of service on a regular appointment are not applied toward tenure as outlined by *University Handbook* Sections C10 – C12.6.

Non-tenure track faculty members on regular appointments will participate in faculty governance processes as defined by the Department of Applied Human Sciences, and University Faculty Senate. Non-tenure 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. Non-tenure track faculty are eligible to submit grant applications and those on regular appointments may direct research as principal investigators (Pre-Awards Policy and Procedures Manual, Chapter 7010, .060). Non-tenure track faculty may be 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). Non-tenure track faculty members may be College of Health and Human Sciences course coordinators without graduate faculty status. Non-tenure track faculty on regular appointments are eligible for sabbatical leave as outlined by *University Handbook* Section E2. Professorial Performance Awards (C49) may be considered for non-tenure track Professors on regular appointments after six years in rank.

Non-tenure track faculty members may be recruited, hired, and appointed into regular or term positions. Initial appointment rank and subsequent promotions in rank are based on advanced degree(s) held, experience, performance, and achievements over time within a given rank.

Annual Evaluation

Regular and term non-tenure track faculty will be evaluated as part of the annual evaluation process described above.

Promotion Criteria

The procedures for promotion for non-tenure track faculty are similar to the processes and timelines for promotion of tenure-track/tenured faculty in University Handbook Sections C110 – C116.2 and C150 – C156.2.

The average time in rank interval prior to consideration for promotion is expected to be five years, although shorter and longer intervals are possible. Criteria used to evaluate progress within each rank include the following.

Instructor (University Handbook Section 12.0)

Instructor: The candidate must have: (1) a current independent capability of teaching, (2) a potential for significant professional growth in the area of teaching, and (3) evidence of a high level of competence in the content area and demonstrated promise of moving toward excellence in student instruction.

Advanced Instructor: The candidate should demonstrate sustained excellence in teaching by demonstrating active engagement and high commitment to teaching. She or he must demonstrate a record of effective instruction and evidence of professional development in teaching (e.g., participating in the university peer review of teaching program, attending university teaching conferences).

Senior Instructor: The candidate should have maintained 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. In addition, the candidate should demonstrate superior performance and be recognized by students and peers as an outstanding educator in the discipline. The candidate has engaged in creative endeavors related to the Scholarship of Teaching and Learning (e.g., University workshop on teaching, presentations in discipline).

Research (University Handbook Section C12.1)

Research Assistant Professor: The candidate must have: (1) a current independent capability of having a program of research and scholarship, (2) a potential for significant professional growth in the area of research and scholarship, and (3) evidence of a high level of competence in the area of research and demonstrated promise of moving toward excellence in maintaining a coherent program of research and scholarship, developing and/or maintaining a multi-disciplinary research program, and securing funding to support the program of research.

Research Associate Professor: The candidate should demonstrate excellence as a researcher and scholar, with evidence of contributing to the knowledge base of the chosen discipline at a national and/or international level. 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). The candidate must have received internal grants and/or sought significant external grants to support his or her program of research.

Research Professor: The candidate should 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. 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). 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. The candidate must have received significant external grants to support his or her program of research.

Clinical (University Handbook Section C12.2)

Clinical Assistant Professor: The candidate must have: (1) a current independent capability of clinical practice and supervision with appropriate credentials, including state licensure and national certification, (2) a potential for significant professional growth in an 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 and clinical instruction in the disciplinary area of the position.

Clinical Associate Professor: The candidate should demonstrate sustained excellence in clinical competency and demonstrate active engagement and high commitment to clinical teaching. She or he must demonstrate a record of effective clinical instruction and evidence of professional development in clinical teaching (e.g., participating in peer review of clinical instruction, attending university teaching conferences, seeking out relevant continuing education activities in profession). The candidate should show evidence of his or her own professional development and emerging clinical authority within a practice specialty based on documented evidence in client care, student instruction, and practice/service activities as related to the position. The candidate should also show evidence of being engaged in the scholarship of clinical teaching and learning, which may be demonstrated by publications in appropriate venues, presentations at local or state conferences related to clinical topics, and/or development of innovative clinical teaching methods or client-education materials.

Clinical Professor: The candidate should have maintained a sustained record of excellence in clinical competency and clinical instruction and serve as an effective role model for colleagues, students, and clientele. The candidate should

show sustained authority within an area of clinical practice based on documented excellence in client care, student instruction, scholarly activities, professional leadership, and practice/service as related to the position. The candidate should demonstrate superior performance and be recognized by students and peers as an outstanding clinical educator in the discipline, and has a reputation as a “role model for clinical instruction” or has been a leader in community or multi-disciplinary collaborations. The candidate should also be engaged in sustained scholarship of clinical instruction, which may be demonstrated by publications in appropriate venues, presentations at conferences, internal or external grants, development of innovative clinical teaching methods, client-education materials, and/or other creative endeavors in a clinical area of expertise.

Practice (University Handbook Section C12.3)

Professor of Practice: The candidate must have: (1) substantial non-academic experience in the disciplinary field and credentials appropriate to the discipline, (2) a current independent capability of teaching, (3) a potential for significant professional growth in the area of teaching, and (4) evidence of a high level of competence in the content area and demonstrated promise of moving toward excellence in student instruction, student mentorship, scholarly activities, professional leadership, and practice/service/outreach as related to the profession.

Senior Professor of Practice: The candidate should 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. The candidate should be recognized at the national/international level as an authority within his or her specialty based on demonstrated excellence in student instruction, student mentorship, scholarly activities, professional leadership, and practice/service/outreach 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.

Teaching (University Handbook Section C12.4)

Teaching Assistant Professor: The candidate must have: (1) a current independent capability of teaching, (2) a potential for significant professional growth in the area of teaching, and (3) evidence of a high level of competence in the content area and demonstrated promise of moving toward excellence in student instruction.

Teaching Associate Professor: The candidate should demonstrate sustained excellence in teaching by demonstrating active engagement and high commitment to teaching. She or he must demonstrate a record of effective instruction and evidence of professional development in teaching (e.g., participating in the university peer review of teaching program, attending university teaching conferences). The candidate should also show evidence of being engaged in the scholarship of teaching and learning, which may be demonstrated by publications

in appropriate venues, presentations at conferences, writing internal grants that promote teaching, and/or development of teaching materials, including books and innovative teaching technologies.

Teaching Professor: The candidate should have maintained 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. In addition, the candidate should demonstrate superior performance and be recognized by students and peers as an outstanding educator in the discipline. The candidate should also be engaged in sustained scholarship of teaching and learning, which may be demonstrated by publications in appropriate venues, presentations at conferences, writing external grants that promote teaching, development of teaching materials, including books and innovative teaching technologies. These efforts may include scholarship that is published in national refereed journals or other reputable sources with national or international stature.

Extension (University Handbook Section C12.5)

Extension Assistant Professor: The candidate must have: (1) a current independent capability of having a program of Extension scholarship, (2) a potential for significant professional growth in the area of Extension scholarship, and (3) potential for securing funding to support the Extension scholarship. This includes identification of evidence-based knowledge, application, utilization, and evaluation, professional leadership, and practice and/or service in the disciplinary area of the position.

Extension Associate Professor: The candidate should demonstrate excellence in Extension scholarship, concentrating in one or two areas that meet the needs of Kansas residents. The candidate demonstrates expertise and educational resources in these given areas that has the potential for national/international reputation for excellence. The candidate has communicated his or her Extension scholarship 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 regional and national avenues. The candidate must have received some level of grant support.

Extension Professor: The candidate should demonstrate sustained excellence in Extension scholarship, concentrating in one or two areas that meet the needs of Kansas residents. The candidate demonstrates expertise and national/international reputation for excellence. The candidate has a reputation as a "role model for Extension" among other Extension Specialists or has been a leader in multi-disciplinary collaborations. The candidate has a record of sustained scholarly work published in national refereed or other reputable sources, reports, conference proceedings, or monographs that are of high quality, and that are available on K-State website or through other appropriate regional and national avenues. The

candidate must have received significant external grants to support his or her Extension scholarship.

Promotion Procedure and Process

The candidate will submit a portfolio to the Department Head documenting activities, achievements, and goals in instruction, service and outreach, research, publicly engaged scholarship, extension, and/or clinical duties depending on the assignment of the non-tenure track faculty member. The portfolio will be provided to the Department of Applied Human Sciences Non-Tenure Track Faculty Review Committee for their evaluation and promotion recommendations to the Department Head.

The first part of the candidate's electronic portfolio should include a 2-3 page summation of primary responsibilities and achievements across areas of tenths assignment over the evaluation period followed by a 1-page listing of goals and objectives that will guide professional activities for the next five years. Portfolio documents to support achievements might include the following:

Instruction

- The applicant should provide syllabi materials presented to classes and student evaluations of instructional activities (e.g., TEVALs, IDEA) for classes taught during the evaluation period (or time frame determined by the Department Head);
- Anecdotal information and student comments showing the impact of the instructional activities on student progress;
- Scholarship of teaching activities such as continuing education in instruction, submitted or pending grant proposals to support instructional scholarly activities, listing of publications and presentations related to instruction (including peer reviewed journal articles, books, etc.);
- Notices of awards or special recognition for educational activities;
- Student advising (individual, groups, or teams); documentation from service learning courses; listing of dissertations, theses, and other evidence of scholarly achievements by students directed by the candidate (if s/he is a member of the graduate faculty);
- Descriptions of changes in course delivery from previous offerings;
- Peer evaluations of classroom and/or additional instructional scholarly activities.

Research, scholarship, creative activity, and discovery

- Listing (and/or copies) of publications, including journal articles, review articles, book chapters, or other publication outlets, with those having been peer-reviewed clearly identified;
- Monographs, books, and other recognized published works;

- Descriptions of how published works have been cited in the professional literature;
- Listing of grants active during the evaluation period, submitted or pending grant proposals to support research activities;
- Platform or poster presentations at regional, national and international meetings or seminars and invited symposium presentations;
- Notices of awards or special recognition for research activities; other activities and achievements related to research, creative activity, scholarship, and discovery;
- Patents submitted or obtained, exhibitions of works; performances of works, or software developed;
- Listing of dissertations, theses, and other evidence of scholarly achievements by students directed by the candidate (if s/he is a member of the graduate faculty).

Clinical instruction

- Student evaluations of clinical instruction and role as clinical faculty supervisor;
- Anecdotal information and student comments showing the impact of clinical instructional activities on student progress;
- Scholarship of clinical teaching activities such as continuing education in clinical instruction, submitted or pending grant proposals to support clinical teaching activities or listing of publications and presentations related to clinical instruction;
- Documentation of continuing education or supplemental training in the area of clinical specialty;
- Ratings by peers or supervisors who observe and are qualified to rate the delivery of clinical teaching and professional services;
- Ratings by clients regarding satisfaction with clinical service;
- Other activities and achievements in clinical service.

Extension

- Materials documenting program content, such as workshops, field days, oral presentations, newsletters, numbered and unnumbered publications, mass media articles;
- Clientele/stakeholder feedback;
- Competitive awards or recognition for outstanding extension activities; program innovation and development;
- Invitations to participate in program evaluations and in regional, national, and international workshops, conferences, symposia, and meetings;
- Other activities and achievements related to extension.

Service/outreach/engagement

- Membership on Department, Division, College, and University committees;
- Service to national or external outreach activities to service learning partners, companies, or government entities;
- Professional reviewing activities of manuscripts, grants, or textbooks; service on funding agency panels; editorial activities; work with external organizations (for profit, not for profit, government, etc.);
- Directed clinical service activities (caseload summaries, ratings by clients and/or peer who are qualified to rate professional service);
- Other activities and achievements related to outreach or service.

The Review Committee will write a report to the Department Head (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 Department Head will use this information to provide the Dean with a recommendation concerning the promotion decision.

Candidates who do not receive a favorable decision on a request for promotion in 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).

Non-Tenure Track Faculty Review Committee

The Non-Tenure Track Faculty Review Committee consists of three full-time faculty members. The Department Head will appoint two faculty members to the Non-Tenure Track Faculty Review Committee, each serving three-year staggered terms. One member will be a tenured faculty member (either Associate Professor or Professor) and one member will be a non-tenure track faculty member with advanced ranking. The Department Head will appoint one of these faculty members to serve as chair of the committee. A third faculty member who will be a representative from the candidate's unit with advanced ranking, either tenure or non-tenure track (not the unit coordinator), will also be appointed to the Non-Tenure Track Faculty Review Committee by the Department Head.

The chair will convene the meetings and finalize the written evaluation transmitted to the Department Head after committee approval.

In the event that a committee member is under consideration for promotion, he/she will be excused from promotion-related deliberations for that academic year. Likewise, University nepotism policy will be followed in all cases.

The duties of the promotion committee are as follows:

- Evaluate credentials of candidates for promotion using the materials provided by the

candidate.

- All members vote approval or disapproval of a candidate's application, and the committee provides a substantive report on the rationale for the approval/disapproval recommendation.
- The committee vote and recommendation for promotion are forwarded in writing to the Department Head.
- All deliberations of the Non-Tenure Track Faculty Review Committee are treated as confidential information and are not to be divulged to anyone except the Department Head.

Attachment 1: Annual Evaluation Reporting System

Department of Applied Human Sciences

FACULTY MEMBER:

PROGRAM:

DATE:

RANK/APPOINTMENT: ADDITIONAL MATERIALS: Vita, TEVALs, and Supervisor Evaluations

| Key Responsibilities | Goals for Evaluation Period (please limit response to 150 words) | Self-Report of Outcome (Self-Evaluation of Last Year's Goals; please limit response to 150 words) | Projected Goals for Year (2-3 goals are anticipated for areas of tenths assignment; (please limit response to 150 words) | Evaluator Comments |
|--|--|---|--|--------------------|
| Teaching (____ tenths) | | | | |
| Clinical Instruction (____ tenths) | | | | |
| Research, Scholarship, & Creative Endeavors (____ tenths) | | | | |
| Extension (____ tenths) | | | | |
| Service (____ tenths) | | | | |
| Administration (program chair, clinical director, associate department head, graduate program coordinator, undergraduate program coordinator; ____ tenths) | | | | |

Please include engagement activities in the above categories as relevant and appropriate.

Faculty Member’s Overall Summary of Evaluation Period (3 to 6 sentence synopsis of essential information):

_____ I have submitted all teaching evaluations for instructional activities that were available to me at the time this report was due. (Indicate yes or no – be sure to provide explanation for “no” response)

_____ I have submitted an updated vita that includes activities within the evaluation period. (Indicate yes or no – provide explanation for “no” response)

Recommendations/Actions (Completed by Department Head or Designated Evaluator):

Exceeded expectations: Self-report information/verbal report significantly exceeded faculty member assignment and averages for department.

Met expectations: Self-report information/verbal report is consistent with faculty member assignment. Faculty member is making *appropriate contributions to the university*.

Fell below expectations but met minimum-acceptable levels of productivity: Action steps include:

- Provide additional information:
-

- Consultation with Program Coordinator and/or Faculty Mentor:
-

- Follow-up meeting with Department Head:
-

- Other:
-

Fell below minimum acceptable levels of productivity: Faculty member did not meet minimally acceptable requirements for this calendar year.

General Comments:

Faculty Member /

Date

Department Head (or Designated Evaluator)/

Date

Staff Member’s Overall Summary of Evaluation Period (3 to 6 sentence synopsis of essential information):

_____ I have submitted an updated resume that includes activities within the evaluation period. (Indicate yes or no—provide explanation for “no” response)

Recommendations/Actions (Completed by Department Head or Designated Evaluator):

Exceeded expectations: Self-report information/verbal report significantly exceeded staff member assignment and averages for department.

Met expectations: Self-report information/verbal report is consistent with staff member assignment. Staff member is making *appropriate contributions to the university*.

Fell below expectations but met minimum-acceptable levels of productivity: Action steps include:

- Provide additional information:

-
- Consultation with Program Coordinator and/or Mentor:

-
- Follow-up meeting with Department Head:

-
- Other:

Fell below minimum acceptable levels of productivity: Staff member did not meet minimally acceptable requirements for this calendar year.

General Comments:

Employee/Date

Department Head (or Designated Evaluator) /Date

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 Department Head. 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 department, 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 Department, the College, and/or the university.

Appendix B: Ranking of Journals by Unit Faculty

Communication Sciences & Disorders Journals

Tier 1 (Impact rating of “1” or higher and/or professionally recognized as prestigious)

American Journal of Nursing
American Journal of Speech-Language Pathology
Applied Psycholinguistics
American Journal of Speech-Language Pathology (AJSLP)
Aphasiology
Augmentative & Alternative Communication (AAC)
Autism
Autism Research
Brain & Language
British Journal of Developmental Psychology
Child Development
Clinical Linguistics & Phonetics
Cognition
Developmental Psychology
Discourse Processes
Dysphagia
Focus on Autism and Other Developmental Disabilities
Human Communication Research
International Journal of Language and Communication Disorders
Journal of the Acoustical Society of America (JASA)
Journal of the American Dietetic Association (Journal of the Academy of Nutrition & Dietetics)
Journal of Autism and Developmental Disorders
Journal of Child Language
Journal of Child Psychology and Psychiatry
Journal of Clinical Nursing
Journal of Communication Disorders
Journal of Fluency Disorders
Journal of Food Science
Journal of Head Trauma Rehabilitation
Journal of Phonetics
Journal of Pragmatics
Journal of Research in Reading
Journal of Sensory Studies
Journal of Speech, Language, Hearing Research (JSLHR)
Journal of Voice
Language, Speech, & Hearing Services in Schools (LSHSS)
Language and Speech
Reading and Writing
Reading Research Quarterly
Reading Teacher
Research in Autism Spectrum Disorders
Topics in Clinical Nutrition
Topics in Stroke Rehabilitation

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
Physiological Reports
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 1)

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 Science Journals

Tier 1:

Aging & Mental Health
American Journal of Orthopsychiatry
Behavioral Sciences & the Law
Child Abuse & Neglect
Child Development
Children and Youth Services Review
Developmental Psychology
Emerging Adulthood
Family Process
Family Relations
Family Systems & Health
Journal of Adolescent Research
Journal of Aging and Health
Journal of Child and Family Studies
Journal of Family & Economic Issues
Journal of Family Communication
Journal of Family Issues
Journal of Family Psychology
Journal of Family Theory & Review
Journal of Family Violence
Journal of Health & Social Behavior
Journal of Interpersonal Violence
Journal of Marriage & Family
Journal of Personality & Social Psychology
Journal of Social & Personal Relationships
Journal of Traumatic Stress
Leisure Studies
Military Psychology
Personal Relationships
Qualitative Inquiry
Qualitative Research
Research on Social Work Practice
Sex Roles
Violence Against Women
Violence & Victims
Youth & Society

Tier 2:

Child & Adolescent Social Work Journal
Evaluation & Program Planning
Families in Society
Family & Consumer Sci. Research Journal
Family Court Review
Family Science Review
Journal of Aggr., Maltreatment & Trauma
Journal of Child and Adolescent Trauma
Journal of Child Custody
Journal of Comparative Family Studies
Journal of Couples and Relationship Therapy
Journal of Divorce & Remarriage
Journal of Family Social Work
Journal of Family Studies
Journal of Human Sciences & Extension
Journal of Intergenerational Relationships
Marriage and Family Review
Military Behavioral Health
Military Medicine
Qualitative Social Work: Research & Practice
The Forum for Family and Consumer Issues

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

Couple and Family Therapy Journals

Tier 1 Journals:

Journal of Marital and Family Therapy
Family Process
Journal of Sex and Marital Therapy
Journal of Family Therapy
Family Systems & Health

Tier 2 Journals:

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