

School of Health Sciences

(Approved by Faculty Vote on 5/8/26)

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES *(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): 5/8/26

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES*: 5/8/26



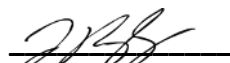
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Date signed: 8/10/2026



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Date signed: _____



Jesse Perez Mendez, Provost and Executive Vice President

Date signed: 8/10/2026

Document Purpose

**Each academic unit is required by University Handbook policy to develop 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 unit, by the unit head, chair or director, 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.*

SCHOOL OF HEALTH SCIENCES

College of Health and Human Sciences
Kansas State University

School Motto, Mission, Vision

Motto

Empower – Discover - Impact

Mission

Empowering future health professionals, discovering new knowledge, and positively impacting lives.

Vision

Be a leader in health science education, research and engagement by fostering interdisciplinary collaborations to advance the health and well-being of individuals and populations.

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Annual Evaluations

Annual Evaluation Roles and Process

The School Director (or the director's designee) must submit a written annual evaluation for each full or part-time (0.5 FTE and above) faculty and professional staff person (see [University Handbook Section C46.1](#)). University support staff and unclassified employees will follow the dates and parameters set forth by the University in the [Performance Management Process](#).

The faculty and professional staff annual evaluation is 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, (2) each unclassified member's self-report accompanied by appropriate evaluation data, and (3) the Program Chair's own evaluation rating of the faculty/staff and any additional commentary related to the faculty/staff's growth and productivity over the evaluation period. This policy applies to those unclassified personnel (faculty or professional staff) with regular and term appointments of 0.5 FTE or greater.

The evaluation system is based on performance during the 12-month evaluation period from August 1st through July 31st, unless otherwise noted. Employees are expected to complete and provide the annual evaluation documentation (see Appendix A), an updated vita or résumé, and other evaluation information (such as TEVALs, syllabi, sample publications) in electronic format. But a 5-point performance scale will be utilized: 5 (Exceptional), 4 (Exceed Expectations), 3 (Meets Expectations), 2 (Fallen Below Expectations but Met Minimum Level of Productivity), 1 (Below Acceptable Levels of Productivity). Details on ratings and performance indicators can be found in the Annual Evaluation Reporting form in Appendix A.

Responsibilities of the Employee

- The employee is responsible for preparing and submitting the materials pertinent to annual evaluations in addition to a workload assessment (See Appendix A). All materials must be submitted to their respective Program Chair by September 15th.

Responsibilities of the Program Chair

- The Program Chair will determine an overall evaluation rating and prepare a written evaluation for each employee based on the materials provided by each program member.
- Once the Program Chair has determined an evaluation rating for each program member, the Program Chair will send all submitted materials and evaluation ratings for each employee to the Associate Director.
- After feedback is received from the Associate School Director/School Director, conduct the annual evaluation meeting with each faculty member.

Responsibilities of the Associate Director

- Once the Associate Director receives evaluation materials from all Program Chairs, the Associate Director will review materials and workload assignments for all members of the School to ensure consistency across evaluations.
- In the case where the Program Chair is not a tenured faculty member, the Associate Director will join the program chair in the annual evaluation meeting of tenure-track faculty members.

- The Associate Director will also conduct the [University Performance Management](#) evaluation process for each school-level staff member.

Responsibilities of the School Director

- The School Director will determine an overall evaluation rating for each Program Chair and the Associate Director based on the materials provided by each.
- The School Director has ultimate oversight and final determinations on all evaluations within the School, and the School Director will submit all evaluation materials to the Dean.
- If there are any discrepancies between the employee, Program Chair, and/or Associate Director, the case may be referred to the School Director for resolution.

Annual Evaluation Meetings

- The Associate Director and School Director will meet with each Program Chair individually to review the evaluations of faculty and staff within their program, make any adjustments as needed following the full School review, and discuss overall areas of strength for the program as well as areas for improvement in the future.
- After meeting with the Associate Director and Director, the Program Chair will then hold individual meetings with each member of the program to discuss their annual goals for the following year as well as the evaluation rating. The document will be shared with the faculty or staff member. The School will maintain final signed documentation of all annual evaluation documents. In cases where the employee does not meet expectations in one or more area of their work, the Associate Director and the Program Chair will meet with the employee together for the annual evaluation meeting.
- In the case where the Program Chair is not a tenured faculty member, and the faculty member is tenured or probationary, the Associate Director and Program Chair will meet with the employee together for the annual evaluation meeting.
- Before the unit head/chair submits it to the next administrative level, each faculty or unclassified professional employee must sign a statement acknowledging the opportunity to review and to discuss the evaluation and his/her relative position in the planned assignment of merit salary increases within the unit. Because the amount of funds available for merit increases is generally not known at this time, specific percentage increases will not normally be discussed. Within seven working days after the review and discussion, faculty and unclassified professionals have the opportunity to submit written statements of unresolved differences regarding their evaluations by the unit head/chair to the unit head/chair. The statement of unresolved differences should be attached to and maintained with the evaluation (see University Handbook Section C45.3).
- The Director will hold individual meetings with the Associate Director and each Program Chair to discuss their annual goals for the following year as well as the evaluation rating. The document must be reviewed and co-signed by the Director and the employee, who will keep a personal copy. The School will maintain final signed documentation of all annual evaluation documents (see University Handbook Section C45.3).

Annual Evaluation Rubrics

Teaching

Exceptional (5 points)	A faculty member with exceptional performance consistently exceeds expectations and provides transformative teaching by proactively driving strategic initiatives that substantially advance the School and institution's mission. Faculty consistently develops and enhances innovative teaching approaches that dramatically enhance student learning, curriculum, and educational practices. Examples include, but are not limited to: • Multiple scholarship of teaching and learning presentations and/or publications • University, National or international teaching or student/learner mentoring awards • Creating comprehensive online or hybrid learning modules that serve as national models • Securing significant external grants for educational innovation and scholarship • Developing adaptive learning technologies or pedagogical approaches • Evidence of teaching excellence/impact • Developing interdisciplinary courses or programs that address complex educational challenges and serve as national models • Consistently demonstrates commitment to innovative pedagogy and student experiences through course redesign initiatives that extend learning beyond the traditional classroom
Exceeds Expectations (4 points)	A faculty member who exceeds expectations consistently meets and occasionally surpasses established teaching expectations. Through active participation in School and professional initiatives, they contribute meaningful teaching, introduce constructive teaching improvements, and earn respected recognition within their professional community. Examples include, but are not limited to: • Scholarship of teaching and learning presentation(s) • Receiving School or College teaching or student/learner mentoring awards • Engagement in professional development workshops or activities • Developing enhanced teaching experiences (Honors, CAT Community, independent study, service-learning, community engagement, fieldwork component, etc.) • Demonstration of exceptional teaching and instruction (TEVALs, peer evaluations, pre/post tests on core course objectives, anecdotal student comments, anonymous student feedback, etc.) • Regularly serves as a guest lecturer in courses • Providing exceptional clinical supervision & field

	experience supervision • Designing innovative field-based or experiential learning experiences • Incorporates applied learning consistently through strategic integration that enhance student engagement and skill development
Meets Expectations (3 points)	A faculty member who meets expectations consistently fulfills assigned teaching workload responsibilities with competence and professionalism. They contribute constructively to School initiatives, maintain active professional engagement, and provide reliable teaching that aligns with established standards and institutional objectives. Examples include but are not limited to: • Meeting basic instructional requirements (syllabus created/submitted, curriculum development, holding office hours, maintain records, grading, responsive to student email, providing required accommodations, delivering instruction, TEVALs created for each course, etc.) • Providing excellent clinical supervision & field experience supervision • Coordinating student travel to conferences, workshops, etc. • Demonstration of effective teaching and instruction (TEVALs, peer evaluations, pre/post tests on core course objectives, anecdotal student comments, anonymous student feedback, etc.) • Student support; writing letters of recommendation, nomination for students, etc.) • Quality mentoring of TAs and/or RAs
Fallen Below Expectations but Met Minimum Level of Productivity (2 points)	A faculty member who has fallen below expectations demonstrates inconsistent teaching performance, with minimal engagement and limited contributions. Their participation lacks the depth and reliability required to meaningfully advance University, College, School, program, or community objectives, requiring substantial improvement to meet standard performance levels. Examples include, but are not limited to: • Inconsistent and poor-quality execution in terms of basic requirements (see above) (i.e. non-responsiveness to student needs) • Limited effectiveness of mentoring for TAs and/or RAs • Below average clinical supervision and field experience supervision • May be missing TEVALs or have consistently low response rate on them or has not provided other information needed to evaluate their teaching
Below Acceptable Levels of Productivity (1 point)	A faculty member who falls below minimum acceptable levels of productivity systematically fails to meet even basic teaching requirements. Their performance is characterized by consistent non-participation, negligible contributions, and a fundamental inability to fulfill core professional responsibilities, resulting in a detrimental impact

	on School, College, and University objectives. Examples include, but are not limited to: • Does not meet University, College, and School guidelines for basic teaching requirements • Failure to maintain basic professional teaching standards • Complete absence of student support mechanisms • Repeated significant issues with course delivery
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Research

Exceptional (5 points)	A faculty member with exceptional performance consistently exceeds expectations and provides transformative leadership in research by driving innovative, high-impact initiatives that advance the institution's land-grant and/or R1 mission. Through groundbreaking scholarship, successful research funding, significant impact on public issues, and influential contributions to their field, they are shaping the direction of their discipline and enhancing the institution's research portfolio and reputation on a national and global scale. Examples include, but are not limited to: Grant funding that is well above and beyond discipline expectations. Receiving highly prestigious research award or honor
Exceeds Expectations (4 points)	A faculty member who exceeds expectations consistently surpasses established expectations by consistently delivering high-quality scholarship and demonstrates robust leadership in advancing their field. By actively engaging in collaborative and independent research initiatives such as driving constructive improvements in methodologies, creating knowledge, contributing to innovative research, and engaging in applied research activities. Their sustained efforts earn them well-deserved recognition among peers and significantly enhance the institution's research profile (supporting the institution's land grant and/or R1 mission), community engagement, and the broader academic community. Examples include, but are not limited to: Publish more peer-reviewed articles per research FTE than expected in their discipline/program Received highly competitive funding for one scholarly and creative activity Demonstrating significant impact of research contributions on the field, profession, or public scholarship Establishing and/or maintaining active and productive multidisciplinary research teams Securing grants, contracts, or cooperative agreements with considerable potential impact Continuum of engaged scholarship, interdisciplinary/interprofessional initiatives recognition/awards activities to improve RSCAD

	substantial engagement evidence for research
Meets Expectations (3 points)	A faculty member who meets expectations in research consistently contributes to their field through sustained scholarly activity. They engage in research that aligns with institutional goals, maintain an active presence in professional communities, and uphold established standards for research productivity and dissemination. Their work supports the institution's land grant and/or R1 mission while contributing to ongoing disciplinary advancements. Examples include but are not limited to: • Attending and presenting at one national or international conference per year, pending available funding • Publish peer-reviewed articles per research FTE in line with expectations in their discipline/program • Conceptualizing a clear research agenda with a realistic future direction • Demonstrating meaningful impact of research contributions • Be actively seeking external funding or currently have external funding • Sufficiently managing all aspects related to a funded grant program
Fallen Below Expectations but Met Minimum Level of Productivity (2 points)	A faculty member who has fallen below expectations demonstrates inconsistent research performance, with minimal engagement and limited contributions. Their participation lacks the depth, consistency, or impact necessary to meaningfully advance their field or the institution's land grant and/or R1 mission. Their scholarly contributions are limited in scope or quantity, requiring substantial improvement to reach standard, expected performance levels. Examples include, but are not limited to: • Limited consistency in research contributions via conferences, publications, or other tangible outputs • Limited impact in research contributions and scholarly dissemination • Limited effort in seeking external funding • Unclear or unrealistic research agenda
Below Acceptable Levels of Productivity (1 point)	A faculty member who falls below minimum acceptable levels of productivity systematically fails to meet even basic research requirements. Their performance is characterized by consistent non-productivity, negligible contributions, and a fundamental inability to fulfill core research responsibilities, resulting in a detrimental impact on School, College, and University objectives. Examples include, but are not limited to: • No/minimal meaningful research contributions via conferences, publications, or other tangible outputs

	Demonstrating no research agenda or concrete plans
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Service

Exceptional (5 points)	A faculty member with exceptional performance consistently exceeds expectations and provides transformative leadership by proactively driving strategic initiatives that substantially advance the institution's mission. Through innovative approaches and prominent leadership roles, they create high-impact, lasting contributions that significantly elevate both the immediate organizational environment and the broader professional field. Examples include, but are not limited to: • Directing a fee-for-service unit that demonstrates exemplary impact • Serving as president of a national or international professional organization • Assuming a significant leadership role in organizing a scholarly conference for a professional organization that includes substantial coordination, planning, and management responsibilities (i.e. conference chair, member of conference leadership team) • Developing a transformative industry or community partnership • Serving as editor of a journal (editor-on-chief, associate editor. Etc.), serving on multiple editorial boards simultaneously, or serving as guest editor for a special issue of a journal. • Providing expert testimony or input that influences policy and practice development • Serving as President of Faculty Senate • Helping shape their field by chairing or managing a study section or grant panel
Exceeds Expectations (4 points)	A faculty member who exceeds expectations consistently meets and occasionally surpasses established expectations. Through active participation in School and professional initiatives, they contribute meaningful leadership, introduce constructive improvements, and earn respected recognition within their professional community. Examples include, but are not limited to: • Chairing or co-chairing a University-wide committee or group • Serving as chair of a College-level committee • Being elected to the Faculty Senate • Serving on a board of directors in a national or international professional organization • Serving on multiple institutional committees simultaneously • Serving on an editorial board of a reputable journal • Leading faculty or student mentorship programs • Coordinating complex community-based initiatives

	• Participating in professional advisory board(s) • Serving as an external tenure dossier reviewer or something similar • Providing training/upskilling to professional, non-academic audiences with demonstrated impact • Helping shape their field by participating in study sections or grant panels
Meets Expectations (3 points)	A faculty member who meets expectations consistently fulfills assigned service responsibilities with competence and professionalism. They contribute constructively to School initiatives, maintain active professional engagement, and provide reliable service that aligns with established standards and institutional objectives. Examples include but are not limited to: • Serving on a single College or School-oriented committee (e.g., College Committee on Planning, Course and Curriculum, College Promotion and Tenure) • Writing student recommendation letters, as necessary • Regularly attending required School and program area meetings • Participating in the All-University Open House, graduation, and/or similar events • Sponsoring a student organization • Reviewing journal articles, grant submissions, and conference proposals • Providing a presentation on your area of expertise to lay audiences or local service organizations
Fallen Below Expectations but Met Minimum Level of Productivity (2 points)	A faculty member who has fallen below expectations demonstrates inconsistent service performance, with minimal engagement and limited contributions. Their participation lacks the depth and reliability required to meaningfully advance University, College, School, program, or community objectives, requiring substantial improvement to meet standard performance levels. Examples include, but are not limited to: • Limited service on program, School, or College committees • Inconsistent meeting attendance without a reasonable rationale • Limited engagement with School activities • Minimal engagement with professional organizations
Below Acceptable Levels of Productivity (1 point)	A faculty member who falls below minimum acceptable levels of productivity systematically fails to meet even basic service requirements. Their performance is characterized by consistent non-participation, negligible contributions, and a fundamental inability to fulfill core professional responsibilities, resulting in a detrimental impact on School, College, and University objectives. Examples include, but are not limited to: • No/minimal meaningful service contributions • Failing to attend required School, program, and committee meetings

	• Failing to respond to service assignments • Declining to participate in School-related responsibilities • Demonstrating no professional organizational involvement
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Extension

Exceptional (5 points)	A faculty member with exceptional performance consistently exceeds expectations and provides transformative leadership in Extension by proactively driving strategic initiatives that substantially advance K-State Research and Extension's mission. Through innovative approaches and prominent leadership roles, they create high-impact, lasting contributions that significantly elevate both the immediate organizational environment and the broader field. Examples include, but are not limited to: • Creating educational materials that are nationally recognized and adopted across multiple states • Securing significant external funding from more than one source that transforms Extension programming capabilities • Developing evaluation methodologies that are adopted as best practices across multiple states • Serving in leadership roles on national Extension committees or task forces • Leading initiatives that result in significant policy changes benefiting multiple Kansas communities • Leading multi-state or national transdisciplinary research initiatives that address grand challenges
Exceeds Expectations (4 points)	A faculty member who exceeds expectations consistently meets and occasionally surpasses established expectations for Extension work. Through active participation in Extension initiatives, they contribute meaningful leadership, introduce constructive improvements, and earn respected recognition within their professional community. Examples include, but are not limited to: • Publishing one peer-reviewed article annually • Taking leadership roles within Program Focus Teams or Transdisciplinary Teams • Creating high-quality, research-based educational materials that meet identified needs • Providing exemplary in-service training that enhances agent capabilities • Implementing comprehensive evaluation strategies for major programs • Chairing Extension committees • Playing key roles in statewide coalitions that achieve measurable outcomes • Securing competitive external funding to support Extension programs • Building effective collaborations across disciplines and with external partners • Delivering programs that consistently receive excellent evaluations

	• Documenting significant program impacts through rigorous assessment • Developing structures that improve individual and family well-being • Participating in multi-state/national Extension intensive leadership development trainings • Pioneering new delivery methods that increase program accessibility and effectiveness • Conducting comprehensive impact assessments that demonstrate significant program ROI
Meets Expectations (3 points)	A faculty member who meets expectations consistently fulfills assigned Extension responsibilities with competence and professionalism. They contribute constructively to Extension initiatives, maintain active engagement with stakeholders, and provide reliable service that aligns with established standards and institutional objectives. Examples include, but are not limited to: • Conducting applied research relevant to Extension priorities • Actively participating in appropriate Program Focus Teams or Transdisciplinary Teams • Preparing or adapting research-based educational materials to meet client needs • Providing research updates for local unit agents • Developing appropriate evaluation instruments for programs • Serving on Extension committees as needed • Participating in community change initiatives • Developing action plans and entering them in PEARS • Delivering effective in-service training and programs to clientele groups • Collecting and analyzing program feedback • Contributing to materials developed by Program Focus Teams and Transdisciplinary Teams • Collaborating effectively with faculty from other program areas Preparing required reports accurately and on time

Fallen Below Expectations but Met Minimum Level of Productivity (2 points)	A faculty member who has fallen below expectations demonstrates inconsistent Extension performance, with minimal engagement and limited contributions. Their participation lacks the depth and reliability required to meaningfully advance K-State Research and Extension objectives, requiring substantial improvement to meet standard performance levels. Examples include, but are not limited to: • Limited scholarly output related to Extension work • Inconsistent participation in Program Focus Teams or Transdisciplinary Teams • Providing limited support to local agents • Implementing minimal program evaluation measures • Minimal participation in Extension committees or task forces • Limited involvement in community change initiatives • Minimal effort to secure external funding • Inadequate needs assessment or action planning • Delivering few programs or in-service trainings • Incomplete documentation of program impacts • Limited collaboration with colleagues across program areas
Below Acceptable Levels of Productivity (1 point)	A faculty member who falls below minimum acceptable levels of productivity systematically fails to meet even basic Extension requirements. Their performance is characterized by consistent non-participation, negligible contributions, and a fundamental inability to fulfill core Extension responsibilities, resulting in a detrimental impact on program effectiveness and stakeholder relationships. Examples include, but are not limited to: • No significant scholarly output related to Extension work • Non-participation in Program Focus Teams • Failure to develop or adapt educational materials • Failing to provide support to local agents • Absence of program evaluation measures • No involvement in community change initiatives • No effort to secure external funding • Failure to develop action plans or enter them in PEARS • Not delivering required programs or trainings • Missing or significantly delayed reports • No collaboration with colleagues across program areas • Unresponsive to agent or client inquiries

Administration

Exceptional (5 points)	A leader with exceptional performance demonstrates transformative leadership, driving strategic initiatives that significantly advance the School's and/or program's mission and create lasting, high-impact contributions. Examples include, but are not limited to: • Significantly builds external networks and relationships with external stakeholders for a program or the School • Develops and executes strategic plans that fundamentally reshape the unit's trajectory • Secures external funding or transformative partnerships • Creates innovative external engagement models that enhance student opportunities • Creates innovative programs to support faculty development and support • Creating systematic approaches to continuous program improvement that generate national recognition • Developing comprehensive assessment methodologies that dramatically enhance program effectiveness
Exceeds Expectations (4 points)	A leader who exceeds expectations consistently delivers high-quality administrative leadership, introduces meaningful improvements, and makes significant strategic contributions. Examples include, but are not limited to: • Effectively supports innovation in the School and/or program • Leading successful program accreditation processes • Building strong external stakeholder relationships • Implementing effective faculty supervision and review processes • Creating innovative student placement and internship programs • Leading successful alumni engagement initiatives • Developing comprehensive operational improvement strategies • Enhancing program visibility through strategic external communications • Supporting faculty research and professional development • Implementing effective curriculum review and revision processes • Developing strong industry partnership frameworks • Creating robust assessment and continuous improvement mechanisms • Effectively managing School and/or program budgets and resources
Meets Expectations (3 points)	A leader who meets expectations consistently fulfills administrative responsibilities, maintains effective operations, and contributes to School objectives. Examples include, but are not limited to: • Conducting timely and effective faculty and staff reviews • Maintaining curriculum alignment with School and/or program goals • Managing day-to-day School and/or program operations effectively • Participating in accreditation processes • Maintaining external stakeholder relationships • Supporting standard faculty development initiatives • Implementing routine curriculum reviews

	• Coordinating alumni engagement activities, including advisory boards • Ensuring compliance with School and University policies • Supporting standard student placement efforts • Maintaining professional external communications • Participating in School-wide strategic planning • Completing required administrative reporting • Creating and executing strategic initiatives for the unit • Effectively manages workload expectations for assigned faculty and staff • Effectively recruits across all positions in the School and/or program (learner, faculty, staff etc.)
Fallen Below Expectations but Met Minimum Level of Productivity (2 points)	A leader who has fallen below expectations demonstrates inconsistent administrative performance with minimal strategic engagement. Examples include, but are not limited to: • Inconsistent faculty review processes • Limited curriculum development efforts • Minimal external stakeholder engagement • Sporadic operational management • Minimal support for faculty development • Inconsistent alumni relations • Limited strategic planning participation • Minimal program improvement initiatives • Inconsistent student support efforts • Challenges in maintaining effective communication • Occasional compliance or reporting issues • Limited initiative in addressing operational challenges
Below Acceptable Levels of Productivity (1 point)	A leader who falls below minimum acceptable levels of productivity systematically fails to meet basic administrative responsibilities. Examples include, but are not limited to: • Repeated failure to conduct faculty reviews • Chronic neglect of operational responsibilities • Consistent lack of engagement with external stakeholders • Fundamental inability to manage School and/or program operations • Incomplete accreditation preparation • Significant challenges with accreditation processes • Complete disengagement from strategic planning • Failure to support faculty and staff development • Systematic breakdown of communication • Repeated compliance and reporting failures • Total lack of curriculum management • Absence of student support initiatives • Fundamental breakdown of professional relationships • Complete failure to advance School and/or program objectives

Advising

Exceptional (5 points)	Examples include, but are not limited to: • Receives award and/or serves in a highly impactful role along with • Strong Advising Survey Ratings • Strong Qualitative Comments from Student Advisees and/or other Student Advising Indicators • Strong Qualitative Indicators (Honors, Awards, substantial leadership/program engagement evidence in support of advising)
Exceeds Expectations (4 points)	Examples include, but are not limited to: • Strong Advising Survey Ratings • Strong Qualitative Comments from Student Advisees and/or other Student Advising Indicators • Strong Qualitative Indicators (Honors, Awards, substantial leadership/program engagement evidence in support of advising)
Meets Expectations (3 points)	Examples include, but are not limited to: • Satisfactory Advising Survey Ratings • Satisfactory Qualitative Comments from Student Advisees and/or other Student Advising Indicators • Satisfactory Qualitative Indicators (Honors, Awards, substantial leadership/program engagement evidence in support of advising)
Fallen Below Expectations but Met Minimum Level of Productivity (2 points)	Examples include, but are not limited to: • Inconsistent Advising Survey Ratings • Inconsistent Qualitative Comments from Student Advisees and/or other Student Advising Indicators • Inconsistent Qualitative Indicators (Honors, Awards, substantial leadership/program engagement evidence in support of advising)
Below Acceptable Levels of Productivity (1 point)	Examples include, but are not limited to: • Concerning Advising Survey Ratings • Concerning Qualitative Comments from Student Advisees and/or other Student Advising Indicators • Concerning Qualitative Indicators (Honors, Awards, substantial leadership/program engagement evidence in support of advising)

School Workload Policy

Preamble

The School of Health Sciences within the College of Health and Human Sciences (CHHS) at Kansas State University (KSU) is committed to shared governance, a core value that underpins our approach to developing the workload policy. This policy reflects the School's commitment to excellence in teaching, research, and service while maintaining a fair and transparent distribution of responsibilities. This workload policy is designed to align with the broader workload policies established by the College of Health and Human Sciences (CHHS) at Kansas

State University, which encompasses the values of shared governance and the themes of structure, responsibility, fairness, and the recognition of individual variation, advocating for a balanced system that supports both personal and institutional growth. As such, this policy acknowledges the diverse roles individuals have in fulfilling the mission of the School, including instruction, scholarly and creative activities, professional and University service, outreach activities, and clinical responsibilities.

Kansas State University Standard Workload Policy

Faculty workload in the School of Health Sciences is assigned in accordance with Kansas State University PPM 5025. Faculty workload encompasses responsibilities in teaching, research and creative activity, service, and, where applicable, extension. Workload assignments collectively represent a full-time commitment (1.0 FTE) and are documented through the faculty member's appointment letter and Annual Faculty Workload Plan. Individual workload allocations are established annually in consultation with the faculty member and approved through the university's workload planning process.

Standard Workload Distribution

Tenured and Tenure-Track Faculty

The School of Health Sciences workload aligns with university PPM 5025 and [College](#) policies. Any deviation from the unit's standard workload distribution must be documented and justified through the faculty member's Annual Faculty Workload Plan in accordance with university policy. Flexibility in workload allocations is permitted, in accordance with university policy, ensuring that all faculty understand how variations are applied. For instance, workload adjustments may be made for faculty securing significant external funding, leading large interdisciplinary projects, or experiencing personal circumstances requiring temporary adjustments. Additional consideration is the academic unit's mission and external factors such as accreditation requirements.

Non-Tenure-Track Instructional Faculty

Workload expectations for non-tenure-track faculty are based on the faculty title series, position responsibilities, and unit needs as outlined in PPM 5025. The School acknowledges that significant variability will occur based on factors such as faculty appointment (e.g., teaching, research, extension) and position (e.g., Extension Professor, Instructor, Teaching Professor, Research Professor, Professor of Practice, Clinical Professor, etc.), the specific demands of each academic unit, the nature of the courses assigned (e.g., laboratory, writing-intensive, creative design-intensive), and the combination of courses faculty are asked to teach in a given semester or academic year. These guidelines offer a general framework, with the details of implementation potentially differing by program and individual circumstances.

Assignment Considerations

Teaching Workload Expectations

Quality teaching is fundamental to fostering learner success and is central to the land-grant mission. The full-time equivalent (FTE) allocation for each course encompasses a wide range of responsibilities, including, but not limited to, curriculum development, holding office hours, maintaining academic records, grading, responding to student communications, ensuring compliance with required accommodations, and delivering instruction across various modalities (e.g., in-person, online, hybrid, or field-based formats).

Formal mentorship of graduate and undergraduate students is also recognized as a critical component of the teaching effort. The FTE allocation for teaching may be adjusted to reflect equivalent contact hours associated with mentorship, with a corresponding reduction in service-related responsibilities or other responsibilities as negotiated with the Program Chair and School Director.

The School of Health Sciences acknowledges the diverse contributions faculty make toward fulfilling the college's mission. In recognition of this, the School Director in consultation with the Program Chair has the authority to adjust the standard teaching workload distribution based on various factors, including but not limited to: extension assignments, enrollment, level of GTA support, writing intensive classes, number of contact hours, development of new courses, major overhaul of existing courses, development of microcredentials or certificates for credit, non-credit bearing activities, courses taught outside the faculty members area of expertise, type of course (field experience, practicum, applied learning, etc.), supervising independent study courses, courses taught regularly and repeatedly over time or multiple sections of a single course, preparation and management of instructional grants, accreditation requirements, decreased research productivity, increased research obligations (e.g., multiple large grants necessitating >40% research effort), etc. By allowing flexibility in workload assignments, this policy aims to create a supportive environment where faculty members can maximize their potential and contribute meaningfully to the university's overarching goals.

Research Workload Expectations

Kansas State University, a public land-grant institution, holds the prestigious R1 Carnegie Classification, denoting its status as a doctoral university with the highest level of research activity. This designation brings with it the expectation that faculty members will demonstrate leadership in research, creative endeavors, discovery, innovation, and scholarship.

Research Active Faculty. At an R1 land-grant institution such as Kansas State University, faculty are strongly encouraged to pursue external funding from relevant agencies to support their research endeavors and disseminating scholarly work through appropriate academic channels. Faculty members with research appointments are expected to remain current in their respective fields through ongoing professional development, staying current with scholarly literature, and active involvement in research and creative activity initiatives. As mentioned in

the University [Handbook Appendix Y](#), engaged scholarly activity can be embedded in teaching, research, extension, and service percentages.

Faculty actively engaged in research may qualify for teaching load reductions through mechanisms like course buyouts or other negotiated arrangements, allowing them to focus more on their research goals. However, when a faculty member's research productivity falls short of the expected standards outlined in school documents, adjustments may be made to their teaching and service responsibilities to better meet the needs of the School. This flexibility ensures that faculty can meet their 100% effort allocation in varying combinations of teaching, research, and service, depending on individual circumstances and roles, such as clinical or administrative duties.

Typical Research and Scholarly Activities

Research and creative activities (including both basic and applied research and engagement activities) contributing to the faculty member's workload should emphasize tangible outputs and scholarly achievements. The workload document recognizes that tangible research outcomes vary in type and quantity across and within disciplines. Relevant factors must be considered in workload assignment and evaluation.

Tangible outputs and scholarly achievements include, but are not limited to:

- **Research advancement:** Continued pursuit of ongoing research projects, including data collection, grant preparation, data management, and analysis, and similar activities.
- **External grant/contract proposals:** Seeking and securing extramural funding to support research and scholarly activities. This includes new grant submissions, resubmissions, renewed grants, contracts, cooperative agreements, and letters of intent.
- **Internal grant proposals:** Seeking and securing intramural funding to support research.
- **Managing extramural awards:** Overseeing the execution and reporting of externally funded research projects.
- **Peer-reviewed publications:** Publishing research and creative activity findings in peer-reviewed journals or discipline specific journals. Tangible outcomes include manuscripts at varying points of the publication process, including article submission, revision, and acceptance.
- **Books and book chapters:** Producing scholarly works related to the faculty member's research area.
- **Theses, dissertations, or similar achievements:** Tangible outcomes from graduate student research projects.
- **Conference presentations:** Presenting research or creative scholarship at juried or peer-reviewed international, national, regional, or local conferences.
- **Exhibitions of creative scholarship:** Presenting creative or innovative scholarly work in relevant academic or public venues including juried or invited exhibitions.

- **Public scholarship:** Communicating scholarly outputs with internal and external audiences in meaningful ways, to include media, social media, reports, white papers, presentations, training, etc.
- **Research-focused professional development:** Attending workshops or trainings aimed at enhancing research skills and grantsmanship.
- **Establishing and maintaining research teams:** Engaging with multidisciplinary scholars and students to produce typical research outputs, especially related to interprofessional education and practice.
- **Designing, implementing, and/or evaluating scholarly community-based programs:** Engagement with local, state, and federal agencies; engagement with relevant coalitions, groups, and organizations; and other activities aimed at enhancing the well-being of individuals, families, and communities.
- **Recognition for research and scholarship:** Receiving formal recognition or awards for significant research contributions.
- **Intellectual Property:** Submission of patent application.

Service Workload and Expectations

Service excellence is reflected in a faculty member's ability to apply their expertise in meaningful ways within the profession, the university, and the broader community. Service responsibilities are categorized as either directed or non-directed, as outlined in the [University Handbook \(Sections C32.6 – C32.7\)](#) and summarized below.

Directed service. As defined from [Section C5 in the University Handbook](#): “All other work that furthers the mission of and is directly related to the goals and objectives of a unit and the university, that requires academic credentials or special skills, and that is a part of a faculty member's explicit assignment. Typical positions that involve such work are librarians and clinicians-diagnosticians.”

Non-directed service. There are three categories: institution-, profession-, and public-based service as defined below from [Section C6 of the University Handbook](#):

“Institution-based service. Work that is essential to the operation of the university; for example, contributing to the formulation of academic policy and programs, serving on the faculty senate, the graduate council, and committees of the department [school], college or university, or acting as adviser to student organizations.

Profession-based service. Work that is directly related to the function of the unit and that provides leadership and service to the faculty member's profession or discipline; for example, holding office in a professional association or service on an editorial board or professional journal.

Public-based professional service. Efforts that are not directed service but that are the application of knowledge and expertise intended for the benefit of a non-academic audience;

for example, serving as an expert witness, developing programs and providing training, or providing consultation.”

In the School of Health Sciences within the College of Health and Human Sciences, a minimum of 5% Institutional service to the academic unit, college or university is required of all faculty members unless otherwise negotiated with the School Director. Regardless of appointment type, faculty are expected to actively participate in faculty meetings, support faculty searches, and contribute to curriculum development and accreditation processes when necessary. Faculty members typically engage in both directed and non-directed service activities. While it is acknowledged that many faculty have opportunities to participate in substantial non-directed service, such contributions, beyond the expected level, are not considered a substitute for meeting workload expectations in teaching and/or research.

Examples of Service Activities

Faculty contributions to service can take a variety of forms, reflecting engagement within the institution, the profession, and the broader community. These contributions are critical to the functioning of the university and the advancement of the profession. Examples of service activities include but are not limited to:

Directed Service

- Leadership of a fee-for-service unit
- Providing Clinical Services
- Operating or managing shared resources (e.g., scientific core lab, display cases, etc.)

Non-directed Service. There are three categories: institution-, profession-, and public-based professional service.

Institution-Based Service:

- Leading or actively participating in committees (e.g., College Committee on Planning, CCOP), workgroups, or task forces at the unit, school, college, or university levels
- Serving on Faculty Senate
- Leading or participating in assessment and curriculum development projects
- Serving on unit or school-level advisory boards
- Participating in targeted recruitment efforts
- Serving on assigned committees (e.g., search committees, Tenure & Promotion Committee, etc.)
- Involvement in accreditation reviews, self-study processes, and program evaluations
- Making and monitoring of student clinical assignments (placements)
- Engaging in high school learning initiatives
- Formal mentorship of developing faculty
- Serving on graduate student committees
- Writing letters of reference for students

- Serving as a faculty sponsor or advisor for student organizations
- Fulfilling responsibilities for (including serving on) Institutional Review Boards (IRB), Institutional Biosafety Committees (IBC), or Institutional Animal Care and Use Committees (IACUC)
- Developing industry partnerships

Profession-Based Service:

- Holding elected leadership positions or volunteering in professional organizations
- Serving on editorial boards or acting as associate editor or editor for academic journals
- Participating in advisory boards, study sections, or grant review panels
- Providing external peer reviews for tenure and promotion cases or acting as a peer reviewer for scholarly articles, book proposals, and conference proceedings

Public-Based Professional Service:

- Organizing and leading international, national, regional, or local conferences.
- Engaging in faculty practice by offering professional care and services in the community
- Representing the profession in public forums, such as giving expert testimony or participating in media interviews to represent the profession or the university.
- Participating in community-based workshops
- Judging entries/exhibits at the local, state, and national levels

Service activities are integral to faculty members' broader roles, supporting the mission of the university and enhancing the faculty's contributions to their disciplines and society.

Extension Workload and Expectations

Faculty members with Extension appointments may require different determinations for teaching, research, extension, and service efforts due to the unique nature of their extension responsibilities. These assignments may necessitate customized workload distributions to align with their specific roles. Extension workload for faculty within the School of Health Sciences encompasses the key areas of: Extension Scholarship, Program Planning and Development, Education and Program Delivery, Program Evaluation and Accountability, and Service to the Extension Mission. In addition, Extension faculty in the School may address policy, systems, and environmental change efforts. For example, activities that encompass these broader, community-change efforts often include strategies such as developing structures and systems to improve individual, family, and community well-being, engaging in statewide coalitions and task forces, and other community readiness and change initiatives.

Clinical Appointment Workload and Expectations

Faculty with clinical appointments participate in academic instruction, clinical teaching, and direct/indirect patient care. Examples include formal educational responsibilities for medical and health professions students in both courses or experiences, clinical instruction in assessment and intervention, patient care in clinical settings, and the supervision and evaluation of these students and professionals. Faculty must acquire and maintain appropriate credentials (e.g., certification, licensure) for their profession of practice and compliance with accreditation standards for their discipline, which is of additional consideration with workload distribution.

Advising Workload and Expectations

Faculty with a 100% advising appointment are expected to manage approximately 240 undergraduate advisees at any given time. A 10% effort or 0.1 FTE assigned to advising would equate to roughly 24 advisees. Additional consideration in customizing workload includes campus visits and recruitment/retention activities. The effort allocated for graduate student advising will vary depending on the specific program of study, with the precise FTE determined by the School Director and Program Chair.

Administration Workload and Expectations

Faculty who assume administrative roles within the college or school (e.g., Dean, Associate Dean, Assistant Dean, School Director, Associate Director, Program Chair, etc.) require adjusted expectations for their teaching, research, creative activities, and service. These adjustments are typically influenced by factors such as the size of the unit, the scope of the administrative responsibilities, and other relevant considerations. The extent of the reduction in other duties is determined by the demands of the administrative role and the need to balance these responsibilities with other academic obligations.

Disagreements in Workload Allocation

Faculty workload agreements are subject to an annual review, ensuring alignment with personal goals and institutional needs. This review process includes structured feedback from both faculty and administrators, fostering an environment of continuous improvement and responsiveness. This process not only enhances transparency but also underscores the shared responsibility of both parties to engage in constructive, collegial discussions aimed at achieving an equitable and reasonable alignment of expectations and responsibilities. In cases where disagreement arises concerning a faculty member's workload apportionment, it is expected that both the faculty member, the Program Chair, and the School Director will make every effort to reach a collaborative resolution. Should these efforts prove unsuccessful, the faculty member may request a meeting with the Associate Dean for Academic and Faculty Affairs to seek further resolution. If an agreement cannot be reached, the faculty member may pursue the Administrative Appeal process, as outlined in [Appendix G of the University Handbook](#).

Merit Increases

The School of Health Sciences will use a rolling average of each individual's annual evaluation scores for the three preceding years to determine relative merit salary increase recommendations so as to minimize inequities due to variable legislative actions from year to year. When funding is available for merit raises, individuals in their third-year appointment may receive a merit salary increase based on an average of their evaluation scores for their first two years. Individuals in their second-year appointment will receive a merit salary increase based on their evaluation score for their first year. Individuals in their first year will receive an merit evaluation score based on the performance since starting their position (see University Handbook Section C46.2).

Evaluations will be based on work deemed relevant to the school, college, and university missions.

School Citizenship and Personal Conduct

In addition to being evaluated based on their appointment areas, faculty will also be evaluated on their school citizenship and personal conduct (see [University Handbook Section C46.1](#)).

This refers to the individual's willingness to complete the follow among other activities:

- a) Participate in program, school, and college events and meetings
- b) Fulfill obligations of self-governance within the school, for example participating in all faculty votes for which one is qualified
- c) Maintain confidentiality when required by university policy
- d) Work for the advancement of the program, school, college or university by volunteering to take on tasks and roles that may not benefit themselves but benefit the whole.
- e) exhibit civility and respect in their conduct and communication in their interactions with others

Procedures and Criteria for Promotion, Tenure, and Reappointment: Tenure-Track Faculty

The following section provides information pertaining to the procedures and criteria for promotion, tenure, and reappointment for tenure-track faculty in the School of Health Sciences. This information is to support guidance, provide examples, and demonstrate overarching themes.

Each faculty member's contribution to the School's Mission and Program Objectives is evaluated by the reappointment, tenure and promotion procedures and standards. The standards below follow the guidelines established in the Kansas State University Handbook.

Reappointment of a Probationary Faculty Member

Prior to being considered for tenure at Kansas State University, the faculty member enters a probationary period during which the candidate's ability to contribute to the University's mission and to meet criteria for tenure specified by the School. 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.

Responsibilities of the Candidate:

- As assignments and areas of expertise vary, the faculty of the School of Health 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 School Director

- Is responsible for informing the candidate of the processes and criteria involved in tenure and/or promotion.
- In the case of probationary faculty, the School Director must recommend to the candidate those faculty members who may serve, should they consent to do so, as the primary tenure mentor. Ordinarily, the primary tenure mentor should be a faculty member from the primary unit of the candidate. If desired (or when the primary unit is too small), the candidate may seek mentoring advice from faculty outside of the primary unit, electing to form a mentoring committee consisting of no more than three tenured faculty members.

Probationary Faculty Reappointment Review Procedures

1. The School Director requests annual evaluation reporting materials and any supplementary documents from the candidate for submission to the School Director.
2. The School Director provides the candidate's materials to the tenured faculty 14 days prior to a meeting the School Director schedules for them to discuss the candidate's materials and vote for or against reappointment by signed, confidential ballot that also provides the opportunity for written comments to the School Director.
3. Within 14 days, the School Director reviews the candidate's materials and the votes and written ballot comments from the tenured faculty to prepare a recommendation to the Dean on reappointment that includes evaluative statements in support of the recommendation.

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).

Excellence in teaching, scholarship and service is the expectation for all probationary faculty members who will complete the annual review and mid-probationary review document during the probationary period. Annual feedback to the probationary faculty will be provided by the merit review process in all three categories relative to assigned tenths. Evaluation scores lower than “Meets Expectations” in any category may be an indicator that the probationary faculty member is failing to make adequate progress towards tenure (Reappointment (please refer to C50.1- C66)).

Teaching Effectiveness and Advising

Teaching evaluations scores are a measure of effectiveness in the classroom. Should these scores fall below an acceptable minimum, continued reappointment is contingent upon the probationary faculty member demonstrating improvement towards meeting expectations by the end of the probationary period. As a guideline, consistent raw scores representative of effective teaching are approximately 3.5 or higher on a 5-point scale. TEVAL completion rates are a factor of consideration in the student evaluations. Written peer evaluations of teaching from colleagues’ and Program Chair’s should provide supplementary information to student ratings.

Course content should reflect a proficient understanding of the appropriate discipline and student learning objectives including critical thinking, reading, and writing skills. Graduate program involvements is expected early in the probationary period and may include graduate independent study and other student mentoring experiences.

Research/Scholarly Activity

Graduate faculty status is expected early in their probationary period and the successful probationary faculty member should demonstrate the early stages of a continuous independent research program relative to assigned tenths. This program should develop a theoretically-framed line or complementary lines of research in an area(s) appropriate to the discipline and be supported by impactful publications in peer-reviewed scholarly journals.

All faculty are expected to seek extramural funding to help support their research and graduate students, as appropriate. Extramural funding strategies should be developed and implemented as early as possible with expectations for funding acquisition rising towards the end of the probationary period.

Service

Participation in regular school functions, including committee assignments, etc. is expected. Most faculty will be expected to serve on committees as chair/member as needed and coordinate service within the program, school, college and university. Active engagement in professional organizations including attending meetings, organizing symposia, reviewing manuscripts and grants is expected. Establishing service ties at the local and state levels may also be indicated.

Tenure and Promotion (Associate Professor/ Professor) Review Procedures

These criteria and procedures for tenure and promotion follow those stipulated in the KSU University Handbook (sections C90-116.2, C130-156.2). In addition, the **Guidelines for the Organization and Format of Tenure and Promotion Documentation** as provided by the Provost's Office is followed. During the process of review, candidates for promotion or tenure may not be evaluated by a family member or aided by significant other university nepotism that may constitute an apparent or real conflict of interest (C30.4 *University Handbook*; PPM Chapter 4095).

Probationary faculty are expected to apply for promotion to Associate Professor in the fall of the 6th year unless acceptable extenuating circumstances are described in the University Handbook C83.1-C84 are met. If the probationary faculty member has applied for a clock extension approved by the School Director they are not to be subject to additional expectations of scholarship, teaching, or service requirements because of the additional time that they were provided. Candidates may apply before this time if, in discussions with the School Director and fellow faculty, it is agreed that they have met or exceeded the requirements for tenure and promotion.

Significant experience at another university may be considered in promotion and tenure requirements during the first few years at KSU where outstanding success in teaching, professional service, and scholarship has been demonstrated at the previous institution and expectations for continued success are apparent.

Service to professional communities in and around the State of Kansas and/or participation and leadership roles in national organizations should be demonstrated.

Mid-Tenure Review

Portfolios of probationary faculty will be reviewed during the third year of probationary period by the School Director 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 School Director are in conflict with respect to the performance of a probationary faculty, the School Director and the tenured faculty, including (if one has been chosen) the candidate's tenure mentor, will meet to resolve the differences. This is to 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.

Responsibilities of the Candidate: Mid-Tenure Review

Assemble the required university tenure and promotion materials to document activities and

achievements in instruction, research, extension, administration and leadership and service, in accordance with guidelines provided by the Provost's Office. The portfolio should include:

- a. A one-page summary of major achievements
 - b. A one-page summary of five-year goals
 - c. A current vita
 - d. List of courses taught with syllabi
 - e. Student evaluations from the probationary period
2. Complete and submit a portfolio to the School Director by January 1

Responsibilities of the School Director: Mid-Tenure Review

1. Request that the candidate assemble all relevant materials to demonstrate accomplishments in teaching, research/ scholarly activity, service, administration, leadership, and extension during the previous year, with a deadline of January 1.
2. Distribute documents to eligible School Tenure and Promotion Committee members for review on or before March 1 of the third appointment year.
3. Meet with committee members to discuss the candidate's mid-probationary period materials.
4. Review faculty ballots and write a reappointment recommendation with a one-paragraph statement on the candidate's progress towards tenure.
5. Forward statement of the candidate's progress, the candidate's mid-probationary review file, a copy of the program's criteria and standards, and any other materials specified in C92.2 of the University Handbook to the Dean.

Responsibilities of School Tenure and Promotion Committee: Mid-Tenure Review

1. All tenured School faculty, with rank equal to or above that of the rank requested by the candidate, serve on the School Tenure and Promotion Committee.
2. Review the candidate's materials prior to meeting with School Director.
3. Meet to discuss candidate's submitted documents.
4. The candidate's tenure mentor, or individual appointed by the School Director, provides a summary of the candidate's accomplishments during the first three years of the probationary period and answers questions from the committee.
5. Discuss the candidate's documents and respond positively or negatively with appropriate written input regarding the candidate's progress towards tenure.
6. The committee chair will submit ballots to the School Director.

Tenure and Promotion in Rank of Tenure-Track Faculty

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 Candidate and School Director during the Tenure/Promotion Process

Responsibilities of the Candidate:

1. Meet with School Director to determine eligibility and desire to consider tenure/promotion.
2. Assemble a list of potential outside reviewers to submit to the School Director soon after the meeting.
3. Prepare a complete and detailed Curriculum Vitae.
4. Prepare tenure and promotion materials according to guidelines for the institution and in the format of tenure and promotion documentation provided by the Provost's Office.
 - a. Only include items that pertain to the review period (other than the vitae, which includes a complete history of the candidate's credentials). If areas overlap with preceding years (e.g., continuing grants, extension programming), it should be made clear what was done during the period of the evaluation.
5. Initiate peer reviews of teaching throughout the probationary period. The faculty member may include one or more peer review(s) of teaching per year.
6. Complete and submit a portfolio using the format required by the Provost.
 - a. Portfolio should include annual evaluations and additional materials to document activities and achievements in instruction, research, extension, and service, as appropriate based on effort distribution.
7. Portfolios must be submitted to the School Director by August 15 of the year applicants are applying.

Responsibilities of the School Director

1. Visit with potential candidates to reach a conclusion about the desire and feasibility to consider tenure/promotion.
2. Describe the procedures and processes for evaluation, including expected timelines.
3. Complete required packet documentation.
4. Identify, request, and acquire the minimum number of outside reviewers from candidate's field of expertise. The finalized list must be assembled no later than August 1, although it is advisable to begin contacting outside reviewers much sooner.
5. Determine and assemble eligible faculty as members of the School Tenure and Promotion Review Committee.

6. Appoint a faculty member to serve as Chair for the Tenure and Promotion Review Committee.
7. Stipulate guidelines and procedures for the review of the Candidate's promotion materials.
8. Distribute the Candidate's materials to members of Tenure and Promotion Review Committee for consideration.
9. Review committee recommendations.
10. Prepare a letter to the Dean outlining the School Director's recommendations and summarizing the recommendation made by the School Tenure and Promotion Committee.
 - a. The letter must include the committee's recommendation and explanation of the school director's recommendation
 - b. If there is disagreement between the committee's recommendations and that of the School Director, a rationale must be included in the letter to the Dean.
11. Forward all the following to the College's Promotion and Tenure Committee for review:
 - a. School Director's recommendation letter
 - b. Results of the vote, recommendation(s), and any written comments (unedited) of the eligible departmental faculty members
 - c. Candidate's application materials

Responsibilities of the School Tenure and Promotion Committee

1. All tenured School faculty, with rank equal to or above that of the rank requested by the candidate, serve on the School Tenure and Promotion Committee.
2. Committee members must individually review the candidate's materials prior to the review meeting.
3. Candidate's Tenure Mentor will provide summary of Candidate's accomplishments and answer questions from the committee.
4. Committee members will submit votes and recommendations in writing to the Committee Chair.
5. The Chair will submit the committee recommendations to the School Director.

Timeline

For the timing of applying for tenure and promotion, refer to the *University Handbook* (C82.2-82.4 *University Handbook*). Faculty may only apply for tenure once before ("early") the end of their maximum probationary period. The overarching expectation for Assistant to Associate Professor or for tenure for an associate professor is that the candidate has met the full expectations of what would be achieved during a full probationary period, including sustained evidence of teaching, scholarly activity, extension, or service. For promotion to full professor, the overarching expectation is the development of a national and/or international reputation

along with evidence of sustained excellence in assigned areas. For a candidate to be promoted to full professor they should have advanced to another level, from the guidelines/expectations to be promoted to associate professor, to receive promotion to full professor.

Promotions require approval of the Deans, Vice Presidents, President, and the Board of Regents. Therefore, announcements of promotion will not be made, nor will announcements or recommendations for promotion be made, prior to official announcements of promotions.

Option to withdraw

Prior to forwarding the file and recommendations to the Deans' Council, a candidate may withdraw from further consideration for tenure and/or promotion by submitting to the dean a written request for withdrawal. The request must be made no later than seven (7) days after the candidate receives written notification of the dean and College Promotion and Tenure Advisory Committee recommendations. For a candidate that is going up early there needs to be agreement with school director and tenure mentor that the candidate has successfully addressed deficiencies from a previous submission. (C113.4 *University Handbook*)

Outside Reviewers

Outside reviewers are requested for promotion at the level of assistant professor to associate professor and associate professor to professor. The School Director will determine the list of outside reviewers who will be contacted on or before August 15. The faculty member will be asked to provide a list with a minimum four suggested colleagues/ peers within their area of expertise to serve as outside reviewers. The School Director will ensure that a minimum of at least two outside reviewers from the faculty's list have agreed to review the candidate's materials. The school director will identify additional reviewers from recommendations from the school's eligible faculty. After receiving consent from the potential reviewer(s), each will be sent the candidate's portfolio and the university's criteria for tenure and promotion. The reviewer(s) will be asked to evaluate the candidate's performance and accomplishments relative to the criteria and to return their evaluations by October 15.

Criteria for Earning Tenure and Promotion in Rank of Tenure-Track Faculty

The School of Health and Human Sciences will follow the guidelines set forth by the University Handbook Section C130.

Terminal degree requirements. A doctorate or other appropriate terminal degree is a prerequisite for holding the rank of assistant professor, associate professor, or professor. The Provost maintains a list of appropriate terminal degrees as recommended by the deans. There may be special cases in which accomplishments or experience other than the terminal degree will allow promotion to one of the professorial ranks. Such situations will be considered on an individual basis.

General principles. Successful candidates for promotion will demonstrate superior professional accomplishment and excellence in the performance of their assigned duties in teaching; research and scholarly, creative, activities; service; administration and leadership; and extension. The assessment of a faculty member's performance upon which a recommendation regarding promotion will be based must reflect the professional expectations conveyed during annual evaluations. (*University Handbook C140*)

The overarching expectation for promotion from the level of assistant professor to associate professor is that the candidate has met the full expectations of what would be achieved during a full probationary period including sustained evidence of teaching, scholarly activity, extension, or service. The faculty member's academic citizenship is also critical to the mission through participation in program, department, college and university events and meetings. The faculty member is responsible to fulfill obligations of self-governance within the school, for example participating in all faculty votes for which one is qualified, maintain confidentiality when required by university policy, work for the advancement of the program, school, college and university by volunteering to take on tasks and roles that may not benefit themselves, but benefit the whole.

Teaching:

Teaching is a process; the expectation is that faculty will continuously improve teaching based on peer evaluation, student feedback, external stakeholder recommendations/requirements and professional development. Teaching is defined by the *University Handbook C2* and involves assisting undergraduate and graduate students in gaining knowledge, understanding, or proficiency; for example, planning and teaching courses, advising undergraduates, clinical and/or laboratory teaching, or supervising graduate students. Teaching is a multifaceted activity made up of five (5) components: the faculty member's command of subject matter, classroom teaching, non-classroom instruction, teaching materials development, and course and curriculum development.

The faculty member with assigned teaching tenths will teach the assigned teaching workload of undergraduate and/or graduate courses that contribute to degree programs and school revenue generation. For consideration for promotion and/or tenure to associate professor, the candidate will have taught assigned courses successfully. Effective classroom teaching is expected and includes both course development and successful in-person and/or online teaching.

For promotion to associate professor, and for tenure, the faculty member is expected to have reached a level of excellence in teaching. In addition to student ratings and course content reflecting characteristics mentioned under probationary faculty, significant teaching effectiveness may be demonstrated in other ways, such as teaching awards, the production of instructional materials (textbooks, lab manuals, etc.), new course initiation, and/or major revision of existing courses. Effectiveness at the graduate and undergraduate levels is expected;

however, some individuals may contribute more at either the undergraduate or graduate levels.

Student evaluations

Student evaluations are a measure of the immediate interaction of the teacher and students, not long-term effectiveness, and as such, the tenure and promotion committee will not consider them as the only measure of a candidate's teaching effectiveness. As a guideline, consistent raw scores representative of effective teaching are expected. Faculty are encouraged to develop strategies to have the highest TEVAL completion rates possible for their courses.

Student outcomes

The candidate should provide grade distributions from courses, including percent completion rates for evaluations, to help the School Tenure and Promotion committee interpret the student evaluation scores and better understand the course context. If additional questions have been added to the student evaluation(s) to help support student learning outcomes, the faculty member may need to provide additional explanation in the narrative.

Material and Course Development

Material and course development artifacts and narratives provide the faculty member the ability to demonstrate the development of new courses and new ideas for existing courses; artifacts that demonstrate updates to current course content and effective innovation regarding course materials, presentation style, creating/adapting/adopting open/alternative resources to replace textbooks and/or use of technology. The School Tenure and Promotion Committee will consider the candidate's teaching philosophy, syllabi, example projects and assignments, appropriate use of instructional technology, development of new courses, and major updates of course content as research information and policies develop. Internal peer evaluations submitted by the candidate shall be considered in assessing the candidate's teaching effectiveness.

Peer review of instruction

Peer review of instruction may be conducted by a faculty mentor, faculty within the school, or program chair. It may be helpful for one of these peer evaluations to be completed by a tenured faculty member in a different discipline, within the School, to gain broader feedback and provide greater insights during the discussion of the faculty members teaching. Ideally, the review should include helpful suggestions that may include teaching approach, class setup, organization etc. This feedback should be provided quickly to facilitate immediate improvements as well as improvements over time. The School Tenure and Promotion committee may receive full copies of the evaluation.

Advising, recruitment and retention of undergraduate and graduate students is an important responsibility of all faculty members. Expectations are for faculty members to act as direct links between the students and the University. The assumption is that faculty will assist individual students throughout their academic career with the expectation that all faculty are involved in formal or informal advising of undergraduate and/or graduate students.

Research, Scholarship, Creative Activity, and Discovery (RSCAD):

It is acknowledged that tangible outputs vary in type and quantity across and within disciplines. Therefore, Program chairs will provide written information about standards in scholarship from comparative external programs. This data should be integrated within the candidate's evaluation.

Expectations are that all faculty will participate in activity that advances the scholarship of the profession. The type of scholarly activity will depend on the faculty member's appointment and may be in the form of research on disciplinary topics, educational pedagogy, or critical reviews and summaries that expand knowledge and its application. This is part of every candidate's responsibilities and should be included in the assigned tenths form of every candidate who seeks promotion to associate professor with tenure or full professor. Most candidates should show convincing evidence of continuous engagement in high quality scholarly activity that leads to publication of original articles related to research in the discipline, its pedagogy, or its application, historical and current context, and future. When documented as part of the faculty's appointment, published research review articles may be more appropriate. All faculty, regardless of appointment, should have demonstrated the ability to publish in refereed journals, including work conducted during the evaluation period.

The faculty member should provide adequate and appropriate artifacts that demonstrate the quality of their scholarly work that has occurred during their probationary period. While the candidate is building a publication record, there should be an understanding that in some cases candidates may publish more or less on an annual basis. Thus, the basis for the evaluation at the time of tenure review is on the total number and quality of peer-reviewed journal articles.

Peer-Reviewed Publications

A listing of all publications in peer-reviewed journals should be compiled. The faculty member is encouraged to include information for each manuscript that explain the strength of the scholarly work, their role(s) in the research and manuscript preparation and indicate whether they are the primary or corresponding author. Including indices of quality and impact of their scholarly works relative to their discipline is encouraged.

For promotion to associate professor, and for tenure, the candidate must have published an appropriate number of high-quality, impactful peer-reviewed publications consistent with his/her scholarly interests as evidence of outputs from his/her sustained and thriving research and scholarly activity program. The number of publications should reflect the assigned load that may be lower for those with few or no assigned research tenths and higher for those with more time designated for scholarly activity. Accordingly, the expectation is for the candidate to be the primary or corresponding author on a reasonable number of these publications as evidence of being a central contributor to the conceptual development of these outputs.

Extramural Funding

For promotion to associate professor, and for tenure, the candidate must establish a sustained and thriving scholarly activity program positioned to continue to compete for external funding relative to assigned tenths. Extramural funding must be for the advancement of research, scholarship of teaching, or other scholarly activity. Candidates should demonstrate their ability to secure extramural funding to support scholarly activity. Funds received from successful internal grant applications should be used to collect pilot data to strengthen future extramural grant proposals. In cases where funding from external entities is not received, evidence of good-faith efforts to revise and resubmit or write competitive new proposals must be demonstrated.

Collaboration is encouraged, and it is the responsibility of the faculty member to explain their contribution as the principal investigator (PI) or Co-Investigator (Co-I) to the total funding amount. An indication of the amount the faculty member is responsible for or is receiving as part of the collaborative funding, including graduate students, equipment, or research costs, is expected. Extramural funding received as a multiple Principal Investigator (PI) or major collaborator, which includes funding for the candidate, may be considered equivalent to individual grants as a PI.

Although no minimum dollars are required for promotion, a key aspect will be whether the funding provides a sustained pattern of advancement of the faculty member's field such as support for graduate students, scientific contributions, purchase/donation of major equipment, salary support, and other areas of substantial financial contribution.

Graduate Students

The expectation is for each candidate to mentor and advise graduate students to facilitate completion of their degrees in a timely manner. The list of names and degrees of students for whom the faculty member served as major professor (or primary research advisor if the faculty member did not serve as the major professor) is included as well as the number of students for whom the person served as a committee member or outside chair.

Extension:

Extension programs provide practical, research-based information and education programs on critical issues and problems facing Kansas and other citizens in a variety of different ways. Extension programs may need to be proactive or reactive (responsive), depending on the situation. The expectation is that they are to be action-oriented and to stimulate behavioral changes that help citizens more effectively improve their lives.

The expectation for faculty with extension specialist responsibilities is to produce programs that are highly relevant, high quality and high impact for the chosen audiences, issues, decision problems, subject matter, and educational methods. **The candidate for associate professor** should demonstrate excellence in meeting professional responsibilities that generally require independent, interdependent, and creative work in program management and operations.

Expectations for candidates are to show noteworthy accomplishments in the following areas:

Program Development: Create or adapt programs that effectively incorporate research-based information into extension curricula that provides action oriented, results-based behavioral change using various educational technologies.

Program impact assessment and outcomes: Faculty need to conduct or participate in well-planned evaluations of program impact that may span a period of several years. Evaluation of a program needs to focus on impacts and outcomes that have made a measurable difference.

Innovation: Faculty should develop innovative intellectual work that contributes to knowledge in the discipline and has impact. Innovative work could include the willingness to try new concepts, develop pilot efforts or use creative approaches in program development, delivery or evaluation.

Breadth of activities: Show a breadth of activities related to goals associated with the job description and programming objectives. Activities should not stand alone but support a plan for achieving educational objectives.

Leadership: Extension faculty will be involved with the Program Focus Teams (PFTs) and actively participate in developing and providing professional development opportunities for K-State Research and Extension (KSRE) faculty and staff by contributing to goal setting, issue-driven program planning, developing educational materials, program delivery, and program evaluation.

Teaching techniques and skills: The faculty member must have the ability to translate accurately and appropriately the science into relevant public health messages targeted to various audiences. Feedback to the faculty member and appropriate administrators from clientele and peers is useful and encouraged. Administrators/evaluators should personally observe faculty perform in an educational environment.

Publications and Research Dissemination: Publications should include bulletins, fact sheets, field day reports, refereed journal articles, books, book chapters, invited papers, presented papers, published abstracts, non-refereed journal articles, white papers, videos, slide sets, computer software, and emerging communication media.

Grants and user fees support: Expectations for faculty are to make a good faith competitive effort to obtain outside support for program development, enhancement, and dissemination.

Research should support an individual's overall extension program: Research publications in appropriate/relevant outlets are strongly encouraged, as is participation in graduate student advising.

For promotion to Full Professor, the expectation is that the candidate have a national and/or international reputation and must demonstrate sustained excellence in Extension scholarship. The candidate should have a reputation as a "role model for Extension" among other Extension Specialists, or as a leader in multi-disciplinary collaborations. The candidate must have a record of continually developing, updating, and adapting evidence-based programming that supports the mission of extension and land grant universities. The candidate must have received sustained funding (e.g. external grants) to support his or her Extension scholarship.

Service:

Service is part of every candidate's responsibilities and should be included in the assigned tenths of every candidate who seeks promotion to associate professor with tenure or full professor. Candidates may engage in several avenues of service including institutional service, profession-based service, and/or direct service to fulfill this responsibility.

In the School it is not possible to be promoted or tenured solely based on service (either directed or non-directed), but promotion and tenure will not be granted without effective service. (C32.7 *University Handbook*)

For promotion to Associate Professor and for tenure, the candidate must demonstrate quality and effective involvement in institution-based service and one of the other categories of service. Evidence that the candidate is pursuing service activities in other areas is viewed favorably, but institution-based service is a requirement, which includes assisting with recruitment and retention of students.

Institutional service: work that is essential to the operation of the university. Major examples would include: recruiting and retention of students, contributing to the formulation of academic policy and programs, serving on the Faculty Senate, Graduate Council, and program, school, college, or university committees, or acting as advisor to student organizations. Institutional service should foster a sense of academic citizenship. Faculty members should work to promote positive working relationships within the individual programs, school, college, and university.

Profession-based service: provides leadership and service to the faculty member's profession or discipline. Major examples include holding office in a professional association, reviewing grants for external organization, or service on an editorial board of a professional journal.

Public service: efforts that are not directed service but that are the application of knowledge and expertise intended for the benefit of a non-academic audience. Examples include serving as an expert witness, developing programs and providing training, or providing consultation. (C6 *University Handbook*)

Directed service is all work besides teaching, research, extension that "furthers the mission of and is directly related to the goals and objectives of a unit and the university, which requires academic credentials or special skills, and that is a part of a faculty member's explicit

assignment.” (C5 *University Handbook*) Directed service often relates to services provided to clients of programs within the School.

Directed service should be based on a review of the candidate’s activities related to the service that has been provided. For example, the role in administration of services, number of projects conducted, the revenue brought into the program from projects, student-learning activities supported by the service, and the support provided to students and research should be documented by the candidate.

Candidates seeking promotion and tenure simultaneously

KSU policy indicates that if the faculty member is probationary, the first tenure and promotion are granted together if the faculty member is hired as an assistant professor. The School follows closely the tenure and promotion criteria and guidelines presented in the University Handbook (sections C90-116.2, C130-156.2).

Faculty hired at the Associate Professor Level

Faculty hired at the rank of Associate Professor without tenure will undergo tenure review by the School Tenure and Promotion Committee. Any faculty member that is eligible for receiving tenure must demonstrate that they have achieved the full expectations of what would be achieved during a full probationary period including sustained evidence of teaching, scholarly activity, extension, or service. Ultimately, demonstrating that they have satisfied the requirements for earning the rank of associate professor or professor in the areas of Teaching, Research, Service, and Extension.

NOTE: Faculty hired at the level of associate professor but not granted tenure will comply with the University tenure review process and timelines *University Handbook C82.3*

Promotion to Professor

Generally, after several years at the Associate Professor rank and after consultation with the School Director and faculty at the rank of professor, the eligible candidate who has met all criteria may apply for promotion to professor. In the event that a School Tenure and Promotion Committee member is under consideration for promotion, they will be excused from promotion-related deliberations for that academic year.

Faculty primarily assigned to teaching (through any method or technology) who wish to advance to **full professor** – a primary determination of national/international reputation based on teaching – can demonstrate excellence through a sustained record of presentations on pedagogy (in-person or distance), published peer-reviewed documents, new technological innovations that reach wide audiences, and enhance pedagogy in the area(s) of concentration.

For promotion to full professor, the candidate must show evidence of a sustained and thriving research and scholarly activity program that has advanced to a higher level and shows that the

candidate continues to compete for and garner external funding relative to assigned tenths.

For promotion to full professor, the candidate must have published an appropriate number of high-quality, impactful peer-reviewed publications consistent with their assigned tenths. Publications must be aligned with the candidate's scholarly interests as evidence of outputs from their sustained and thriving research and scholarly activity program that has advanced to another level. Accordingly, the candidate is expected to be the primary or corresponding author on a considerable number of publications as evidence of being a central contributor to these outputs and to help show that a national/international reputation has been obtained.

The candidate for promotion to the rank of professor must provide convincing evidence of a sustained record of excellence in institution-based service, including recruitment and retention of students, and one of the other categories of service, as well as evidence of serving as a role model for less senior faculty, for students/clientele, and for the profession. A sustained record of service excellence is reflected through a consistent record of service activities and leadership roles related to the candidate's academic interests and expertise.

For promotion to full professor, the expectation is that the faculty member has a national and/or international reputation and must demonstrate sustained excellence in Extension scholarship. The candidate should have a reputation as a "role model for Extension" among other Extension Specialists, or as a leader in multi-disciplinary collaborations. The candidate must have a record of continually developing, updating, and adapting evidence-based programming that supports the mission of extension and land-grant universities. The candidate must have received sustained funding (e.g., external grants) to support his or her Extension scholarship.

One-Time Transfers

Full-time tenure-track/tenured faculty and clinical-track faculty (C12.2) may apply to the School Director for a one-time, one-way transfer between tracks.

- A tenure-track faculty member seeking transfer must submit the request before applying for tenure and promotion and no later than September 1 of the penultimate year of the probationary tenure-track appointment (C12.6).
- Approval of a tenure-track transfer requires a vote of the school faculty holding the rank sought by the candidate, or a higher rank, and a recommendation from the School Director.
- Approval of a clinical-track (C12.2) to tenure-track transfer requires a vote of the school faculty holding the rank associated with the proposed transfer title, or a higher rank, and a recommendation from the School Director.
- All transfers are subject to approval by the College Dean.

Procedures for Appeal

In cases regarding the dismissal of a tenured faculty member, the policies and procedures of Appendix M of the University Handbook shall be followed. In cases regarding allegations of discrimination or harassment based on race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status or veteran status, or retaliation resulting from filing a complaint or participating in the resolution of a complaint of the preceding issues, the policies and procedures as described in the Policy and Procedures Manual (PPM) shall be followed. In cases regarding concerns with evaluation, academic freedom and equity, the policies and procedures as described in the PPM shall be followed.

Registering and Hearing Grievances

The registering and hearing grievances process is available in Appendix G of the University Handbook <https://www.k-state.edu/provost/policies-resources/university-handbook/fhxq.html>). The aggrieved person and the Dean's Council should make every effort to resolve the issue prior to the filing of a formal grievance. If a resolution cannot be found through the initial discussion, a formal appeal, detailing specific concerns and including relevant supporting documentation, can be submitted to the Provost's Office within fourteen calendar days of receiving written notification. Should the Provost's Office concur with the Dean's Council, the faculty member has the option to file a grievance with the Grievance Chair within fourteen calendar days of the Provost's decision notification.

The procedures for a complaint regarding tenure will follow sections [C114.2-C114.3](#) of the University Handbook. The procedures for a complaint regarding faculty promotion will follow section [C154.2-C154.3](#) of the University Handbook.

Resources

KSU has several resources available to faculty and unclassified staff for dispute resolution, including ombudspersons (<https://www.k-state.edu/hr/employee-relations/dispute-resolution/ombudspersons/>), mediation (<https://www.k-state.edu/provost/policies-resources/university-handbook/fhxu.html>), Human Resources, or an appointed representative.

Procedures and Criteria for Appointment, Promotion, and Reappointment: Non-Tenure Track Faculty

Preamble:

The School of Health Sciences recognizes the breadth and depth of faculty expertise needed deliver exceptional teaching, research, service to meet the mission of programs, the school, the college, and university. Therefore, the professional positions for non-tenure-track faculty have been adopted from the University Handbook Sections C10-C12.6. Program Chairs and the School Director should consider which faculty title meets the needs of the unit when hiring new faculty.

In addition to the selection of professional positions, we have described qualifications for each rank within the professional positions, setting the groundwork for promotion. The School of Health Sciences is committed to supporting and recognizing the advancement of faculty to promote productive and satisfying careers.

Promotion criteria should be discussed when a new faculty member begins their role and serve as the basis for professional goal setting. Faculty considering the promotion process should be assigned a faculty mentor who can serve as valuable resource to the new faculty member and support them through the promotion process. During the annual evaluation process, the Program Chair should include feedback pertaining to reappointment and progress towards promotion. Although faculty may not choose to advance through non-tenured faculty ranks, Program Chairs should openly support those who choose to progress through the process.

Promotion Process for Non-Tenure Track Faculty Appointments

The procedures for promotion in the non-tenure track instructor, professor of practice, teaching professor, research professor, extension professor, and clinical professor ranks are similar to the processes for promotion of tenure-track/tenured faculty in the University Handbook (see sections C110- C116.2 and C150-C156.2 University Handbook). However, unlike tenure track guidelines, non-tenure track faculty appointments do not carry the requirement to move through the promotion process. Faculty seeking promotion should discuss the process with the School Director. Also, non-tenured faculty new hires with relevant experience and strong portfolios may be considered for higher ranks than entry level as part of the recruitment process, provided their qualifications meet the expectations for the desired rank.

The average time in rank interval prior to consideration for promotion is expected to be 5 years, although shorter and longer intervals are possible. The School Director will solicit from each candidate copies of 2-5 years of most recent evaluations and current CV.

The School Director will consider the responsibilities of the candidate during the evaluation period, the accomplishments of the candidate in fulfilling those responsibilities, the assessments provided by the non-tenure-track faculty review committee and will use this information to provide the dean with a recommendation concerning the promotion decision.

Non-Tenure Track Faculty Review Committee

Non-tenure-track faculty members, with primary responsibilities in teaching and advising students (for instructors, teaching professors, professors of practice), research (for research professors), extension service and research (for extension professors), clinical instruction (for clinical professors) maybe 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.

The Non-Tenure Track Faculty Review Committee consists of two members appointed by the

School Director to staggered three-years terms:
Promoted Non-Tenure Track faculty member
Tenured faculty member

The School Director will appoint one person to serve as chair of the committee. A third committee member joining them will be the Chair of the candidate's program. The School Director will assist the candidate in understanding the standards for each rank and to guide the candidate's preparation of the materials, but the candidate is solely responsible for the materials presented for consideration.

The School of Health Sciences has adopted the following positions and ranks for non-tenure track faculty (see Section C10-C12 in the *University Handbook*). These include:

- **Instructor** (3 ranks) – Instructor, Advanced Instructor, Senior Instructor (*University Handbook* 12.0)
- **Professor of Practice** (2 ranks) – Professor of Practice, Senior Professor of Practice
- **Teaching Professor** (3 ranks) – Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor
- **Research Professor** (3 ranks) – Research Assistant Professor, Research Associate Professor, Research Professor
- **Extension Professor** (3 ranks) – Extension Assistant Professor, Extension Associate Professor, Extension Professor
- **Clinical Professor** (3 ranks) – Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor

Within each faculty position/rank, further clarification should include expectation of time dedicated to the following responsibilities:

- Teaching and advising of students (instructors, teaching professors and professors of practice)
- Research (for research professors)
- Service
- Department, College, University, Public/Community, Professional Service and Development
- Directed Service
- Administration
- Extension service and research (for extension professors)
- Clinical service (for clinical professors)

Annual Evaluation, Reappointment Processes and Criteria for Promotion of Non-Tenure Track Faculty

Given differences in practice areas and faculty responsibilities, the application of specific

criteria for appointments, annual evaluation, and promotion will consider responsibilities outlined in the letter of appointment and modifications of these responsibilities as formally assigned by the School Director.

Annual Evaluation and Reappointment

The faculty member will submit to the School Director a dossier that documents performance in the areas of responsibilities assigned of the previous year. Evaluation decisions related to annual evaluation of non-tenure track faculty are on the criteria and guidelines outlined for each area of responsibility that applies.

The Program Chair will conduct the review and consult with the Associate School Director and/or School Director as appropriate. Withdrawal from this mandatory reappointment review will indicate that reappointment will not be granted. (University Handbook C60-C66).

If the non-tenured faculty member is on a regular appointment, procedures in C60-C66 will be followed. Briefly the School Director is responsible for making the candidate's file available to the department faculty members who are eligible to make recommendations. The School Director is advised by the eligible faculty members of the department regarding the qualifications of the candidate for reappointment. Any member of the eligible faculty may, prior to the submission of any recommendations to the Director, request that a candidate meet with the eligible faculty to discuss, for purposes of clarification, the record of accomplishment submitted by that candidate.

Promotion Process for Non-Tenure Track Faculty

The procedures for promotion in the non-tenure track instructor, professor of practice, teaching professor, research professor, extension professor, and clinical professor ranks are similar to the processes for promotion of tenure-track/tenured faculty in the University Handbook (see sections C110- C116.2 and C150-C156.2 University Handbook).

After consultation with school and program leaders, faculty in a non-tenure track position must submit a request for promotion in rank to the School Director by August 1 of the academic year in which they are applying for promotion. If the application for promotion is unsuccessful, candidates must wait two years to apply again. For example, if the first application date were August 2025, the next application date would be August 2027.

The School Director will assist candidates with this process, but it is the candidate's responsibility to submit a satisfactorily completed dossier to the School Director. The expectation is that the submitted dossier and materials include goals and objectives that guided professional activities. The School of Health Sciences Non-Tenure Track Faculty Review Committee will receive submitted materials for their review and evaluation. As part of the application materials, the School Director will also include a summary (not more than one page) of the applicant's responsibilities and contributions to the unit during the evaluation period.

There may be instances where there is no expectation for non-tenure track faculty to participate in all aspects of professional activity – e.g., some may not conduct research, teach, or engage in extension activities. Evaluation of applicants on the areas included in the review must account for the amount of time assigned to the category/area. Additionally, it is imperative that the basis of faculty evaluations include multiple data points to provide a more thorough evaluation of the performance in the respective areas (Section C33 of University Handbook). The basis for evaluation decisions related to promotion of non-tenure track faculty are on the criteria and guidelines for each discipline and area of responsibility that applies.

The School of Health Sciences non-tenure track faculty review committee will review the candidate's promotion request and submitted materials. The committee will then submit a letter summarizing their recommendation, and rationale for their decision, to the School Director. In cases of a split vote, the letter is to explain the basis of the differences regarding the standards and criteria expected for the new rank for which the candidate seeks.

The School Director will forward the committee's letter along with a written summary of their recommendation, including the type and length of appointment, and rationale for the recommendation to the College's Promotion and Tenure Committee. This committee has three charges (section C153.2 University Handbook): review the candidate's documentation and materials submitted for promotion; assure relevant procedures were followed; and provide a written recommendation, including a vote, to the Dean to whether appropriate procedures were followed (refer to University Handbook).

The Dean will approve or deny the request.

Responsibilities of the Candidate:

- Prepare a complete and detailed curriculum vitae
- Provide application materials that illustrate activities and achievements completed during the period of evaluation in the categories being evaluated

Responsibilities of the School Director:

- Visit with potential candidates (non-tenure track faculty) to reach a conclusion about the desire and feasibility for promotion.
- Describe the procedures and processes for evaluation.
- Request the necessary documentation and materials required for submission.
- Provide a description of the candidate's responsibilities and tenths time to be included in the materials and documentation submitted.
- Organize the School Non-tenure-track promotion committee
- Incorporate the information from the recommendation of the school's non-tenure track review committee into their recommendation. If recommendation differs from the school review committee, rationale must be included.
- Forward all the following to College's Tenure and Promotion committee:
School Director's recommendation letter, the department review committee's

recommendation letter and vote, and the candidate's application materials.

Portfolio items to document achievements in the instruction section (examples are but not limited to):

- Syllabi of courses taught during the evaluation period;
- Descriptions of changes in course delivery from previous offerings;
- Copies of exams, quizzes, and problem sets showing the level of course materials;
- Notices of awards or special recognition for educational activities;
- Anecdotal information and student comments showing the impact of the instructional activities on student progress;
- 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 they are a member of the graduate faculty);
- Listing of instructional grants active during the evaluation period, submitted or pending grant proposals that support instructional scholarly activities;
- Listing of publications and presentations related to instruction (including peer reviewed journal articles, books, etc.);
- Peer evaluations of classroom and additional instructional scholarly activities.
- Student evaluations of instructional activities, obtained in a manner, which is controlled for student motivation and other possible bias (e.g., TEVALs, IDEA);
- Other activities and achievements related to instruction.
- Portfolio items to document achievements in service/outreach/engagement
- Department, Division, College, University, national or societal service;
- 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.);
- Other activities and achievements related to outreach or service.

Portfolio items to document achievements in research, scholarship, creative activity, and discovery (RSCAD) (examples are but not limited to):

- 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;
- Platform or poster presentations at regional, national and international meetings;
- Seminars and invited symposium presentations;

- Patents submitted or obtained;
- 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);
- Listing of grants active during the evaluation period, submitted or pending grant proposals to support research activities;
- Notices of awards or special recognition for research activities.
- Other activities and achievements related to research, creative activity, scholarship, and discovery.

Portfolio items to document achievements in extension (examples are but not limited to):

- 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.

Portfolio items to document achievements in directed clinical service (examples are but not limited to):

- Summaries of caseloads;
- Ratings by clients regarding satisfaction with service;
- Ratings by peers or supervisors who observe and are qualified to rate the delivery of professional services;
- Documentation of continuing education or supplemental training in the area of specialty;
- Student evaluations of clinical faculty supervision;
- Other activities and achievements in clinical service.

Portfolio items to document achievements in non-directed service (examples are but not limited to):

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

- List of committee memberships, time required, and contributions made to university;
- Documentation of presentations: include audience, topic, and outline of content.

Portfolio items to document achievements in administrative service (examples are but are not limited to):

- Demonstrate program's curriculum continues to meet the ever-expanding accreditation and certification requirements;
- The record of the program maintaining accreditation over the years;
 - Overseeing the reaccreditation process and earning full reaccreditation at the culmination of the process;
 - Report progress/compliance with program evaluation plan;
 - Report of required student learning outcome data;
 - Evidence of continuous evidence-based quality improvement projects;
- Percentage of students completing their program of study in the specified time frame;
- Percentage of successfully passing the national boards exam;
- Average number of clinical clock hours earned by students;
- A summary of the business operations of the Clinic;
- A summary of the business operations of the overall program;
- A summary of client surveys;
- A summary of the alumni survey;
- Maintaining enrollment at or above a target% of maximum program size (established by accreditation or other);
- Documentation of efforts to increase recruitment of new learners;
- Maintaining a target% of learners who apply to supervised practice programs;
- Maintaining a target% of graduates who are accepted into supervised practice;
- Maintaining a target% of graduates' satisfaction with program;
- Attendance of meetings with the accrediting body;
- Evidence of holding volunteer/leadership positions within professional groups;
- Evidence of participation/leadership in campus activities such as speaker series, co-curricular activities for students, interactive sessions for high schoolers, interprofessional education with other K-State programs;
- If applicable, report of activities of program advisory boards/committees;
- Evidence of preceptors recruitment, retention and training
- Affiliated agreements

Professional Titles: Non-Tenure Track Positions and Ranks

The following positions and ranks are defined in this document.

- The ***Instructor ranks*** provide promotional opportunities for those who will or are currently serving in Instructor positions, which have a primary focus on teaching.

- The **Teaching Professor** ranks provide promotional opportunities for those who will serve in positions with a primary focus on teaching. Candidates for all of the Teaching Professor ranks must hold a terminal degree in the relevant discipline.
- The **Professor of Practice** ranks provide promotional opportunities for those who will serve in teaching or other defined positions that are filled by qualified industry, government, or nonprofit practitioners.
- The **Research Professor** ranks are available for positions with a primary focus on research.
- The **Extension Professor** ranks provide promotion opportunities for those serving on projects within the scope of Kansas State Research and Extension.
- The **Clinical Professor** ranks are used for positions with teaching and clinical service duties (e.g., Veterinary Medicine Teaching Hospital, Diagnostic Lab, and Speech and Hearing Center).

Instructional Faculty

The primary responsibility for persons on these appointments will be instruction, although the offer letter must clearly define the entire set of expectations (C12.0 University Handbook).

Academic Ranks for Instruction Faculty

A) Instructor: the primary entry-level rank for instructional faculty at the university.

Degree: The candidate must possess a graduate degree, but individuals in these positions are not required to hold the terminal degree appropriate to the discipline.

Criteria: 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.

B) Advanced Instructor: the mid-career instructional faculty rank at the university.

Degree: The candidate must possess a graduate degree, but individuals in these positions are not required to hold the terminal degree appropriate to the discipline.

Criteria: 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).

C) Senior Instructor: the highest instructional faculty rank at the university.

Degree: The candidate must possess a graduate degree, but individuals in these positions are not required to hold the terminal degree appropriate to the discipline.

Criteria: 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).

Practice Faculty

The primary responsibility for persons on these appointments will be teaching, research, outreach and service, or some combination of these duties (C12.3 University Handbook).

Academic Ranks for Practice Faculty

A) Professor of Practice: the primary entry-level rank for practice faculty at the

University. Degree: The candidate must possess a graduate degree and have substantial non-academic experience in their disciplinary field.

Criteria: 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. (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.

B) Senior Professor of Practice: the highest practice faculty rank at the University.

Degree: The candidate must possess a graduate degree and have substantial non-academic experience in their disciplinary field.

Criteria: 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 Faculty

The primary responsibility for persons on these appointments will be instruction, although the offer letter must clearly define the entire set of expectations (C12.4 University Handbook).

Academic Ranks for Teaching Faculty

A) Teaching Assistant Professor: the primary entry-level rank for teaching faculty at the University.

Degree: The candidate must possess a terminal degree appropriate to the discipline.

Criteria: The candidate must have: (1) current independent capability of teaching, (2) 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.

B) Teaching Associate Professor: the mid-career teaching faculty rank at the University.

Degree: The candidate must possess a terminal degree appropriate to the discipline.

Criteria: The candidate should demonstrate sustained excellence in teaching by demonstrating active engagement and high commitment to teaching. They 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.

C) Teaching Professor: the highest teaching faculty rank at the University.

Degree: The candidate must possess a terminal degree appropriate to the discipline.

Criteria: 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, 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 published scholarship in national refereed journals or other reputable sources with national or international stature.

Research Faculty

In certain cases, entering ongoing relationships with personnel beyond the research associate level serves the university's best interests; these individuals will normally qualify for principal investigator status on proposals to external agencies if approved by the school director and the dean (C12.1 University Handbook).

Academic Ranks for Research Faculty

- A) Research Assistant Professor: the primary entry-level rank for research faculty at the University.**
Degree: The candidate must possess a terminal degree appropriate to the discipline.
Criteria: The candidate must have: (1) current independent capability of having a program of research and scholarship. (2) potential for significant professional growth in research and scholarship. (3) Evidence of a high level of competence in 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.
- B) Research Associate Professor: the mid-career research faculty rank at the University.**
Degree: The candidate must possess a terminal degree appropriate to the discipline.
Criteria: 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 expectation is that the faculty member maintains a coherent program of research and scholarship with clearly defined theoretical, empirical, and/or intervention-oriented goals. It is also an expectation that the candidate, if appropriate, 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 external grants to support his or her program of research.
- C) Research Professor: the highest research faculty rank at the university.**
Degree: The candidate must possess a terminal degree appropriate to the discipline. **Criteria:** The candidate should demonstrate a sustained record of research, scholarship, and other creative endeavor 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 expectation is that the faculty member maintains a coherent program of research and scholarship with clearly defined theoretical, empirical, and/or intervention-

oriented goals. It is also an expectation that the candidate, if appropriate, is 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.

Extension Faculty

Individuals appointed to these positions should have extension credentials consistent with those mandated for the comparable tenure-track rank in their disciplines (C12.5 University Handbook).

Academic Ranks for Extension Faculty

- A) Extension Assistant Professor: the primary entry-level rank for Extension faculty at the University. Degree:** The candidate must possess a terminal degree appropriate to the discipline.
Criteria: 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.
- B) Extension Associate Professor: the mid-career Extension faculty rank at the University. Degree:** The candidate must possess a terminal degree appropriate to the discipline. **Criteria:** 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.
- C) Extension Professor: the highest Extension faculty rank at the University. Degree:** The candidate must possess a terminal degree appropriate to the discipline. **Criteria:** 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 should have a reputation as a "role model for Extension" among other Extension Specialists, or as 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.

Clinical Faculty

The primary responsibility for persons in these appointments will be teaching and clinical instruction or clinical service (C12.2 University Handbook).

Academic Ranks for Clinical Faculty

A) Clinical Assistant Professor: the primary entry-level rank for clinical faculty at the

University. Degree: The candidate must possess a graduate degree, and either holds the appropriate terminal professional degree, or has the equivalent in training, ability, and experience, and meets appropriate credentialing requirements.

Credentials: The candidate must hold the appropriate board certification, state licensure/certification/state-approval as determined by the disciplinary area.

Criteria: The candidate must have: **(1)** A current independent capability of having a reliable clinical practice supported through contracts, grants, generated income, or other designated funds. **(2)** A potential for significant professional growth in the area of clinical practice. **(3)** Evidence of a high level of competence in the clinical specialty and demonstrated promise of moving toward excellence in client care, student instruction, scholarly activities, professional leadership, practice, and/or service in the disciplinary area of the position.

B) Clinical Associate Professor: the mid-career clinical faculty rank at the

University. Degree: The candidate must possess a terminal degree appropriate to the discipline.

Credentials: The candidate must hold the appropriate board certification, state licensure/certification/state approval as determined by the disciplinary area.

Criteria: The candidate should demonstrate sustained excellence in clinical competency and at minimum should hold recognition at the state/regional level as an authority within a practice specialty based on documented excellence in client care, student instruction, scholarly activities, professional

leadership practice, and/or service as related to the position. The candidate should also show evidence of being engaged in the scholarship of clinical teaching and learning, which maybe demonstrated by publications in appropriate venues, presentations at local or state conferences, writing internal grants, and/or development of innovative clinical teaching methods.

C) Clinical Professor: the highest clinical faculty rank at the University.

Degree: The candidate must possess a graduate degree, and either holds the appropriate terminal professional degree, or has the equivalent in training, ability, and experience, and meets appropriate credentialing requirements.

Credentials: The candidate must hold the appropriate board certification, state licensure/certification/state approval as determined by the disciplinary area.

Criteria: The candidate should have maintained a sustained record of excellence in clinical competency and evidence of national/international authority within a practice specialty 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 educator in the discipline, and has a reputation as a “role model for clinical instruction” or has been a leader in 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, writing external grants, development of innovative teaching methods, and other creative endeavors. It is expected faculty at this level will provide direct service to accrediting bodies and/or serve as site reviewers for the accrediting organization.

Professorial Performance Award

Reference: University Handbook Section C49

Overview of Award

The Professorial Performance Award recognizes full professors who demonstrate sustained exceptional productivity and performance in teaching, research, service, extension, advising and administration. This award includes a salary enhancement added to the base salary and serves as recognition of excellence, not as a promotional review.

Eligibility Criteria and Application Requirements

1. Candidates must be full-time professors who have held their rank for at least six years since their last promotion or last Professorial Performance Award.
2. Evidence of sustained productivity over the past six years is required,

3. Meeting or exceeding the standards that would merit promotion to professor. (C49.2)

School Award and Review Process

4. **Submission of Materials:** Candidates submit:

- A letter of intent detailing how they meet the sustained productivity criteria.
- A full curriculum vitae.
- A document structured like the annual performance review, summarizing accomplishments over six years. C49.5

5. **Committee Submission and Review:**

- The school director verifies eligibility and certifies application materials.
- Tenured full professors evaluate applications against School promotion standards and provides written comments and a vote. C49.3

6. **Award Evaluation Criteria and Considerations:**

- Consistency in annual review ratings.
- Evidence of impact in teaching, research, and service.
- Demonstrated leadership and contributions to the school's mission.

7. **School Director Input and Role:**

- Provides written evaluation and recommendation to the candidate.
- Candidate signs a statement acknowledging they 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 director and to the dean. A copy of the director's written recommendation will be forwarded to the candidate (C 49.6).

8. **Submission Process to Dean and Provost:**

The Director must submit the following items to the appropriate dean (C49.7):

- A copy of the evaluation document used to determine qualification for the award,
- Documentation establishing that there was an opportunity for the candidate to examine the written evaluation and recommendation,
- Any written statements of unresolved differences concerning the evaluation,

- The candidate's supporting materials that served as the basis of adjudicating eligibility for the award.
 - The dean and provost follow university procedures (University Handbook, Sections C49.9-C49.14).
9. **Notification of Award:** Candidates are notified of the decision following final approval.
 10. **Appeals Process:** Candidates may appeal within the designated university procedures.

Chronic Low Achievement Policy

Reference: University Handbook Section C31

Faculty whose overall annual evaluation is “fallen below minimum acceptable level of productivity,” are subject to the procedures and criteria in the University Handbook Section C31.5 for having “fallen below minimum acceptable levels of productivity”. The School Director shall notify the faculty member (herein referred to as reviewee) in writing that their performance is below minimum standards and include a suggested course of action to improve the performance of the reviewee. In subsequent annual evaluations, the reviewee will report activities aimed at improving performance and any evidence of improvement.

If the reviewee receives an annual evaluation rating of “fallen below minimum acceptable level of productivity” in either (1) the year following the School Director’s suggested course of action, or (2) two successive evaluations or a total of three evaluations in any five-year period in which minimum standards are not met, then the reviewee will be designated as in “chronic low achievement” and reported to the Dean and a "dismissal for cause" may be considered at their discretion (University Handbook C31.5). If this decision is made, standards for notice of non-reappointment apply consistent with Appendix A of the University Handbook.

Post-Tenure Review

Reference: University Handbook Appendix W

Every five years after a faculty member receives tenure or appointment as a tenured faculty member they will undergo post-tenure review unless a review for a promotion is warranted. The review will be conducted by the Post-Tenure Review Committee in line with expectations described in Appendix W. All required materials will be submitted through the University’s electronic faculty evaluation system.

**Appendix A: Annual Evaluation Reporting
School of Health Sciences
DISTRIBUTION OF EFFORT AND ANNUAL EVALUATION**

Name:	
Position/Rank:	
Appointment: 9 or 12 Month	
Program(s):	
Evaluation Period:	

SUMMARY OF EVALUATION PERIOD

Activity Areas	Contract/Agreed Upon Load FTE as decimal (20% = 0.2) ^a (Total = 1.0)	Self-evaluation Performance Rating: FTE (decimal) by Rating (e.g., 0.2 FTE x 3 = 0.6)		Program Chair or Associate Director Performance Rating	
		Rating	Outcome	Rating	Outcome
Teaching					
Research					
Service					
Administration					
Extension					
Advising					
TOTALS (FTE and Ratings/Outcome Scores):					
^a Faculty with multiple appointments across programs/colleges should identify the %FTE for each program/college					
Performance Scale: 5 (Exceptional), 4 (Exceed Expectations), 3 (Meets Expectations), 2 (Fallen Below Expectations but Met Minimum Level of Productivity), 1 (Below Acceptable Levels of Productivity)					
Were there significant deviations of effort in relation to what was planned? If so, briefly describe.					

Program Chair/Associate Director Signature/Date _____

Faculty Member Signature/Date _____

Summary of Annual Accomplishments

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

Teaching

% Effort	Classroom Teaching Course Title and Number	Term	In-Person or Distance	Enrolled #	Student Evaluations (Summary of TEVAL Scores or Comparable Measures)
Student Outcomes (like grade distributions or supplemental questions of learning effectiveness) (please limit to 150 words)					
Other evidence of overall teaching effectiveness in the classroom (please limit to 150 words)					
% Effort	Clinical Teaching – assignment responsibilities by term				Student Learner Evaluations
Other support/evidence of overall CLINICAL teaching effectiveness (please limit to 150 words)					
% Effort	Non-classroom Teaching. Examples include formal/informal oversight of UG/Graduate learning such as student mentoring/student improvement plans, internships, special problems courses, and MS reports (also see Appendix).				
Other Instructional Contributions/Considerations or Support to Instruction. Engages in curriculum development and revision, develop a new course, substantial course redesign or first-time prep, new/innovative technologies, and/or attends specialized workshops/trainings designed to enhance teaching. Identifies effort made supporting instruction even though responsibilities are not assigned, such as a guest lecturer for a class or invited speaker to address teaching. (Also see Appendix)					
Self-Report on Teaching Expectations and Outcomes. Refer to Workload Policy Expectations and Self-Evaluation of Last Year's Goals (please limit response to 150 words)					
Projected Teaching Goals for the Year. 2-3 goals are anticipated for tenths assignment (please limit response to 150 words)					

Evaluator Comments

Research

Grant/Contract Activity (list)	Status (proposal, funded or nonfunded)	Agency	Role (PI/Co-I)	Time Period
Comments:				
Indicate Publication Related Effort (e.g., journal, book chapter)	Type (Peer review; Invited; Abstract; Proceeding)	Role (Lead/senior or contributor)	Status (Published; under review; in press)	Data (Original; 2° data set)
Comments:				
Indicate conference presentations, exhibits, or development of intellectual property.				
Comments:				
Mentoring Research. Examples include dissertations, theses or similar achievements or undergraduate research projects/teams.				
Other Contributions/Considerations or Support to Research. Engagement or leader of interprofessional/interdisciplinary research teams within/across colleges. Attends specialized workshops/trainings designed to enhance grantsmanship. Awards/Recognition; activity with ongoing projects. Engaged scholarship (inform, consult, involve, collaborate, co-create)				
Self-Report on Research Expectations and Outcomes. Refer to Workload Policy Expectations and Self-Evaluation of Last Year's Goals (please limit response to 150 words)				
Projected Research/Scholarship Goals for the Year. 2-3 goals are anticipated for tenths assignment (please limit response to 150 words)				
Evaluator Comments				

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Service

Institution-Based Service Program Service. Examples include support of student interest groups, faculty mentorship, program committees, recruitment/retention, recording keeping for accreditation standards.
Service to the School of Health Sciences. Examples include committee participation/leadership. Open house for the School. Leading or participating in School-related initiatives such as interprofessional education or curriculum.
College or University Service. Examples include college or university committees, Faculty Senate, Graduate Council, or task force.
Profession-Based Service. Examples include holding an office or leadership position in a state, regional, or national organization. Participating in advisory boards, study sections, or grant review panels. Providing external peer reviews for tenure/promotion cases or acting as a peer reviewer for scholarly articles, book proposals, and conference proceedings.
Professional Development or Recognition. Awards and honors. Continuing education to maintain or achieve professional credentials.
Public-Based Professional Service. Examples include organizing/leading international, regional, or local conferences.
Directed Service. Examples include operating or managing a shared resource, providing clinical services, leadership of a fee-for-service unit.
Self-Report on Service Expectations and Outcomes. Refer to Workload Policy Expectations and Self-Evaluation of Last Year's Goals (please limit response to 150 words)
Projected Service Goals for the Year. 2-3 goals are anticipated for tenths assignment (please limit response to 150 words)

Evaluator Comments

Extension

Grant/Contract Activity to support Extension Scholarship (list)	Status (proposal, funded or nonfunded)	Agency	Role (PI/Co-I)	Time Period
Comments:				
Extension Scholarship (e.g., applied or community engaged research)	Type (Peer review; Invited; Abstract; Proceeding)	Role (Lead/senior or contributor)	Status (Published; under review; in press)	Data (Original; 2° data set)
Comments:				
Indicate presentations/exhibits at regional, national, or international meetings or conferences.				
Comments:				
Indicate Program Planning/Program Materials. Engages with Program Focus Team(s), develops/contributes to action plans, collaborates or coordinates education program efforts with agents, specialists. Prepares new research and evidence-based educational materials and/or adapts from other states to meet client needs in Kansas. (See Appendix for additional examples)				
Program Teaching/Delivery and Support. Highlight relevant activities with local agents/stakeholders, delivery of programs, preparation of newsletters to strengthen capabilities of agents. (See Appendix for additional examples)				
Program Evaluation/Accountability. Develop questionnaires, surveys and solicit feedback to assess programs and put them in the PEARS on-line data collection system. Prepare impact reports, including quarterly time/effort reports and other reports, as needed.				
Service to the Extension Mission (e.g., committees and task forces)				

Self-Report on Extension Expectations and Outcomes. Refer to Workload Policy Expectations and Self-Evaluation of Last Year's Goals (please limit response to 150 words)
Projected Extension Goals for the Year. 2-3 goals are anticipated for tenths assignment (please limit response to 150 words)
Evaluator Comments

Administration

Brief Overview/Current Objectives of Administration Position
Accomplishments Relative to Position Description
School/Program Achievements
Projected Administration Goals for the Year. 2-3 goals are anticipated for tenths assignment (please limit response to 150 words)
Evaluator Comments

Advising

Advising – assignment responsibilities by term, academic status, and summation of advising evaluations
Other support/evidence of overall ADVISING effectiveness (please limit to 150 words)
Other Advising Contributions/Considerations or Advising Support. Engage in development or substantial revision of advising materials, integrate new/innovative technologies to support advising, and/or attend specialized workshops/trainings designed to enhance advising as examples.
Self-Report on Advising Expectations and Outcomes. Refer to Workload Policy Expectations and Self-Evaluation of Last Year's Goals (please limit response to 150 words)
Projected Advising Goals for the Year. 2-3 goals are anticipated for tenths assignment (please limit response to 150 words)
Evaluator Comments

School Citizenship and Academic Conduct

Performance Indicators:

- Participate in program, school, and college events and meetings
- Fulfill obligations of self-governance within the school, for example participating in all faculty votes for which one is qualified
- Maintain confidentiality when required by university policy
- Work for the advancement of the program, school, college or university by volunteering to take on tasks and roles that may not benefit themselves but benefit the whole.
- Exhibit civility and respect in their conduct and communication in their interactions with others

Evaluator Comments