

SCHOOL OF HUMAN SCIENCES

(Approved by Faculty Vote on 5/8/2025 _____)

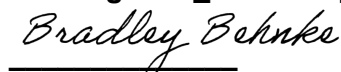
REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES *(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): _____

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES*: _____



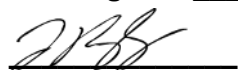
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Date signed: 5/12/2025 _____



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Date signed: 5/12/2025



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Date signed: 7/29/2025

Document Purpose

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

SCHOOL OF HUMAN SCIENCES
College of Health and Human Sciences
Kansas State University

School Mission

To enhance quality of life through rigorous interdisciplinary research, evidence-based teaching, strategic community partnerships, and targeted prevention and intervention programs that address real-world challenges.

General Guidelines

For purposes of University policy, herein, the academic unit is referred to as the School of Human Sciences, and the unit head is referred to as the School Director.

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Annual Evaluations

Annual Evaluation Roles and Process

The School Director (or the director's designee) must prepare 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 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 of this document](#)), a workload assessment (see [Appendix B of this document](#)), an updated vita or résumé, and teaching evaluation information (i.e., TEVAL or another evaluation method approved by the School Director), in electronic format. Additional documentation of their accomplishments (e.g., syllabi, sample publications) may also be submitted.

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 [Annual Evaluation: Submission and Assessment Considerations](#) section below for a list of materials required for submission). All materials must be submitted to their respective Program Chair by September 15th.

Responsibilities of the Program Chair

- Review and reconcile employee's workload assessment.
- The Program Chair will determine an overall evaluation rating and commentary for each employee based on the materials provided by each member of the program.
- Once the Program Chair has determined an evaluation rating for each member of the program, 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 Director/School Director, the Program Chair conducts 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 work in coordination with the Program Chair to conduct the annual evaluation meeting.
- Additionally, in certain circumstances when appropriate, the Associate Director will be present and provide support during the annual evaluation meeting.
- The Associate Director will conduct annual evaluations for all faculty members in the School with Extension appointments.
- 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 they submit.
- 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 must be reviewed and co-signed by both the Program Chair and the faculty or staff member, who will keep a personal copy. 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, the Associate Director and Program Chair will meet with the employee together for the annual evaluation meeting. In these cases, the Associate Director will conduct the evaluation meeting and the Program Chair will have the opportunity to share information specific to teaching and service requirements.
- 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 employee, who will keep a personal copy. The School will maintain final signed documentation of all annual evaluation documents.

Annual Evaluation: Overview and General Principles

Faculty members are expected to provide comprehensive documentation of all professional activities and accomplishments in their annual evaluations. The School recognizes that some individuals may be inclined to underreport their contributions. We emphasize that thoroughly

documenting your work is not self-promotion but rather an essential professional responsibility that:

- Ensures your contributions are fully recognized in evaluation processes
- Creates an accurate record of School productivity and impact
- Provides necessary data for institutional assessment and strategic planning

Faculty workload is typically defined by assigned tenths in research, teaching, and service. The annual evaluation process primarily assesses performance within these established parameters for the assigned workload within the School of Human Sciences. The School affirms that sustainable academic careers require boundaries and balance. Documentation of additional work should not be interpreted as an expectation that faculty routinely exceed their assigned responsibilities or compromise personal well-being. Rather, it provides visibility to otherwise hidden labor and informs School planning to ensure more equitable distribution of responsibilities. The School is committed to regular review of workload distribution to align faculty effort with institutional priorities while supporting sustainable careers and personal well-being. Faculty with a modified workload assignment for which evaluation guidelines have not been established will collaborate with the School Director to develop appropriate written evaluation criteria.

Evaluation General Principles:

- Quality and impact are more important than quantity of outputs
- Faculty are not required to engage in all service categories (i.e., directed, institutional, professional, and public), although 5% institutional service is required of all faculty members per the College and School Workload Guidelines; as such it would not be possible to meet expectations in the service category without engagement in institutional service
- Contributions should be documented with specific examples and outcomes, where appropriate
- Activities and outputs should align with institutional mission and faculty expertise
- Measurable impacts of contributions shall be described, where possible
- Institutional, federal, and global disruptions—such as shifts in federal funding priorities, policy changes, public health crises, and geopolitical events—that affect research opportunities, funding, dissemination, or long-term sustainability should be considered in the annual evaluation process
- It is the faculty member's responsibility to adequately and completely highlight their accomplishments
- Not every activity/output may fall neatly into one of the assigned tenths; faculty will use their best professional judgement to place it in a category so that all work is captured
- Being a helpful, collaborative, and cooperative colleague, that shows civility and respect for others, and demonstrates a willingness to follow directives from supervisors is valued and expected in the School (consistent with [University Handbook Section C46.1](#)); although workplace citizenship is not represented as an explicit assignment area below, it is an important indicator that should be considered during the annual evaluation process
- [Appendices C-F of this document](#) may be used to identify types of activities that can be utilized within each workload component; indicators of quality will be used to justify excellence, where possible

Annual Evaluation: Submission and Assessment Considerations:

1. The faculty member will: 1) complete [Appendix A of this document](#), 2) complete [Appendix B of this document](#), 3) highlight all relevant contributions on their CV, and 4) submit teaching evaluation information (i.e., TEVAL or another evaluation method approved by the School Director). Additional documentation of their accomplishments (e.g., syllabi, sample publications) may also be submitted. Within Appendix A of this document, faculty are asked to include brief descriptions of their contributions' depth, impact, and significance, where appropriate.
2. The reviewer will conduct a thorough review of the faculty member's entire portfolio over the last year, considering:
 - Quality, impact, and breadth of contributions
 - Consistency and strategic value of activities
 - Percentage of workload assigned
3. The reviewer will assess the overall service performance against the descriptions and examples for each ranking category. This assessment should be holistic, considering the totality of service activities.
4. Within the selected ranking category, the reviewer will assign a specific point value that reflects the nuanced degree of performance:
 - Consider the extent to which the faculty member's contributions align with the categorical description
 - Evaluate the depth, impact, and strategic significance of activities

Annual Evaluation: Guidelines for Assignment Areas

Teaching

Exceptional Performance (4.1 – 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 • National or international teaching or student/learner mentoring awards • Engagement in immersive/intensive nationally or internationally recognized professional development workshops or activities (NAEYC Professional Learning Institute, etc.) • Leading/Co-leading an education abroad program • 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 • Designing inclusive teaching strategies that dramatically improve learning outcomes for diverse student populations
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	• Developing interdisciplinary courses or programs that address complex educational challenges and serve as national models • Consistently demonstrates commitment to innovative andragogy and student experiences through course redesign initiatives that extend learning beyond the traditional classroom
Exceeds Expectations (3.1 – 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, College, or University 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 (2.1 – 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 • Incorporates applied learning into the classroom to enhance student engagement
Fallen Below Expectations but Met Minimum Level of Productivity (1.1 – 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
Below Acceptable Levels of Productivity (0 – 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

Research

Exceptional Performance (4.1 – 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: • Publishing multiple peer-reviewed works with excellent indicators of scholarly quality • Receiving highly competitive external funding for more than one scholarly and creative activity
Exceeds Expectations	A faculty member who exceeds expectations consistently meets and occasionally surpasses established expectations by consistently

(3.1 – 4 points)	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: • Attending and presenting multiple sessions at one or more national or international conferences per year, pending available funding • Publishing 1.5-2 peer-reviewed articles per year, per 0.2 FTE • 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
Meets Expectations (2.1 – 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 • Publishing one peer-reviewed article per year per 0.2 FTE • 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 (1.1 – 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 • Unclear or unrealistic research agenda
Below Acceptable Levels of Productivity (0 – 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

Service

Exceptional Performance (4.1 – 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 (3.1 – 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 (2.1 – 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 (1.1 – 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 (0 – 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 Performance (4.1 – 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 (3.1 – 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 (2.1 – 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 (1.1 – 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 (0 – 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 Performance (4.1 – 5 points)	A leader with exceptional performance demonstrates transformative leadership, driving strategic initiatives that significantly advance the School'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 (3.1 – 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 • 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 budgets and resources
Meets Expectations (2.1 – 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 goals • Managing day-to-day School 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 (learner, faculty, staff, etc.)
Fallen Below Expectations but Met Minimum Level of Productivity (1.1 – 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 • Incomplete accreditation preparation • 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 (0 – 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 operations • 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 objectives

School Workload Policy

The School of Human Sciences workload aligns with Kansas State University ([University Handbook Appendix Y](#)) and the [College of Health and Human Sciences Workload Policy](#) standards. Specifically, for tenure and tenure-track faculty, the standard workload is 40% Teaching, 40% Research, and 20% Service. For non-tenure track Instructional Faculty, the standard workload is 80% Teaching and 20% Service.

The School of Human Sciences acknowledges that significant variability will occur based on factors such as faculty position (e.g., Extension, Instructor, Teaching Professor, Research Professor, Professor of Practice, Clinical Professor, etc.) and the specific demands of the School of Human Sciences and each program.

The School of Human Sciences' faculty workload shall be distributed and assessed as follows:

Teaching

Quality teaching is fundamental to supporting learners and is central to the land-grant mission. The FTE for each course encompasses various responsibilities, including curriculum development, holding office hours, maintaining records, grading, responding to student emails, providing required accommodations, and delivering instruction (whether in-person, online, hybrid, or field-based).

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 School Director. For instance, mentoring graduate students requiring four contact hours per week, in addition to the standard 12 credit hour load, would constitute a 50% teaching effort.

With respect to workload-to-section credit hour conversion, the School follows standard equivalencies below. These can be altered on a case-by-case basis.

- **1-credit hour course:** 3.33% effort
- **2-credit hour course:** 6.67% effort
- **3-credit hour course:** 10% effort
- **4-credit hour course:** 13.33% effort

Example typical teaching workload for faculty with a standard 9-month contract:

- **Tenured/Tenure-Track Faculty:** Standard teaching load is 12 credit hours, often distributed as a 2:2 (40% teaching effort).
- **Non-Tenure Track Instructional Faculty:** Standard teaching load is 24 credit hours, often distributed as 4:4 (80% teaching effort).
- **Non-Tenure Track Instructional/Advising Faculty:** Standard teaching load is 15 credit hours, often distributed as 3:2 or 2:3 (50% teaching effort).

Teaching: Workload Adjustments

New Course Preparation. The standard teaching workload includes the expectation that a faculty member may have to prepare one new course per academic year as part of their standard teaching workload. If a faculty member prepares more than one new course (a course not taught by that faculty member within the past five academic years), 3.33% will be added to their workload for each additional new course preparation. This workload adjustment applies only when no prior time or resources (e.g., a course development grant) were allocated for the development of that new course. A course that is not considered “new” but must be completely revamped due to factors such as changing accreditation or licensing standards will be considered on a case-by-case basis to determine if a workload adjustment is necessary.

Dual-Listed and Dual-Modality Courses. Dual-listed (i.e., stacked): Credit for teaching a graduate course simultaneously with an undergraduate course will be as follows: add 50% of the total base effort of the course (e.g., 3 credit hours = $10\% \times 0.5 = 15\%$).

Dual-modality: Credit for teaching an online course simultaneously with an on-campus course will be as follows: add 50% of the total base effort of the course (e.g., 3 credit hours = $10\% \times 0.5 = 15\%$).

Credit for a course that is *both* dual-listed and dual-modality will be as follows: add 100% of the total base effort of the course (e.g., 3 credit hours = $10\% + 10\% = 20\%$).

Zero Credit Hour Courses. Courses offered at zero credit hours (excluding HHS 499) can be negotiated into workload on an as-needed basis.

Mentoring GTA Instructors of Record. Mentoring GTAs who are the instructor of record = 3.33% effort per course

Clinical Supervision

For those with clinical supervision:

- CFT:
 - Up to 10 hours of supervision a week = 10% effort

Field Experience Supervision

For those teaching field experience courses in ECED and FCSED, the workload per course will be calculated as below and will not follow the traditional workload calculations stated above:

- ECED and FCSED:
 - 1-5 supervisees = 10% effort
 - 6-10 supervisees = 13.33% effort
 - 11-15 supervisees = 16.67% effort

Other Adjustment Considerations

The School Director has the authority to adjust the standard teaching workload distribution based on the factors described above, as well as those identified in the College of Health and Human Science’s Workload Policy (e.g., large class sizes, writing-intensive courses, TA support).

Research

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.

At an R1 land-grant institution such as Kansas State University, expected research activities include pursuing external funding and disseminating scholarly work through appropriate academic and professional 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 workload policy, 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 buy-outs 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 herein, adjustments may be made to their teaching and service responsibilities to better meet the needs of the School or College. 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.

Research and scholarly activities (including both basic and applied research and engagement activities) contributing to the faculty member's workload should emphasize tangible outputs and scholarly achievements. A non-exhaustive list of research and scholarly activities is provided in [Appendix C of this document](#).

Service

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. 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.

In the College of Health and Human Sciences, a minimum of 5% Institution-Based Service to the academic program, 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 may 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. A non-exhaustive list of service activities is provided in [Appendix E of this document](#).

Extension

Faculty members with extension appointments may require different determinations for teaching, research, 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. In the School of Human Sciences, the K-State Research and Extension's Extension Specialist Workload Guidelines shall be followed. In addition to the Extension Scholarship, Program Planning, Education/Program Materials, Program Teaching/Delivery and Support, Program Evaluation/Accountability, and Service to the Extension Mission categories of workload described in that policy, Extension faculty in the School may also include Policy, Systems, and Environmental Change efforts to their workload. 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.

Administration

Faculty who assume administrative roles within the College or School (e.g., Dean, Associate Dean, Assistant Dean, School Director, Associate Director, Program Chair) 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.

Assessment of Workload

A workload assessment must be conducted annually in conjunction with the faculty member's Annual Evaluation. This assessment must compare the faculty member's assigned workload to what was conducted and achieved to determine if an adjustment in workload assignment or faculty activities must be made for the next evaluation year. If necessary, a faculty member, Program Chair, Associate Director, or School Director may request a mid-year workload assessment, which will be conducted by the faculty member and Program Chair. Any disagreements will follow the process outlined below.

Disagreements in Workload Allocation

The majority of appointment allocations are anticipated to be resolved through mutual agreement between the faculty member and the Program Chair, facilitated by open dialogue during the Annual Review meeting. 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 and the Program Chair will make every effort to reach a collaborative resolution. Should these efforts prove unsuccessful, the faculty member must first request a meeting with the Associate Director. If a resolution cannot be reached, the faculty member must schedule a meeting with the School Director. Then, if a resolution cannot be reached by the faculty member, Program Chair, Associate Director, and School Director, 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](#). The faculty member may utilize a Kansas State University Ombudsperson at any or all stages of this disagreement process.

Merit Increases

When merit increases are available, the School Director will recommend a salary adjustment for each faculty and staff member based on their annual evaluation, in accordance with [University Handbook Section C46.2](#).

Procedures And Criteria For Promotion, Tenure, and Reappointment: Tenure-Track Faculty

A well-designed tenure and promotion system attracts capable and highly qualified individuals as faculty members, strengthens institutional stability by enhancing faculty members' institutional loyalty, and encourages academic excellence by retaining and rewarding the most meritorious people. Tenure and promotion imply selectivity and choice; they are granted for scholarly and professional merit. The length and intensity of the review leading to the granting of tenure ensures the retention of only productive faculty; periodic performance reviews ensure the continuance of a commitment to excellence.

Probationary Review and Mid-Probationary Review

Prior to being considered for tenure at Kansas State University, the faculty member enters a probationary period during which the candidate's ability to contribute to the University's mission and to meet criteria for tenure specified by the School of Human Sciences is evaluated. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both the institution and the faculty member before the appointment is finalized. The duration of the probationary period relative to tenure varies with rank and experience. See [University Handbook Sections C82 – 84](#) for timeline guidelines.

Awarding of tenure and promotion progression through the academic ranks depends upon a sustained record of high competence and performance. Tenure and promotion are independent considerations. Tenure and promotion are based on accomplishments and demonstrated excellence in the performance of assigned duties, which may include several of the following: teaching, research, publicly-engaged scholarship, extension, advising, professional activity, and service. The burden of evidence is on each faculty member to document the quality and quantity of his/her contributions. In addition, the faculty member will be evaluated on other factors, such as meeting School needs and objectives and promoting cooperative working relationships.

Responsibilities of Employee

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

Responsibilities of the School Director

- The School Director is responsible for informing the candidate of the processes and criteria involved in tenure and/or promotion.
- The School Director will meet with the probationary faculty at least yearly, at the time of reappointment, to discuss progress toward promotion and tenure.
- 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 senior tenure mentor. Ordinarily, the senior tenure mentor should be a faculty member from the primary program of the candidate. If desired (or when the primary

program is too small), the candidate may seek mentoring advice from faculty outside of the primary unit, electing to form a senior tenure mentor team consisting of no more than three tenured faculty members. The responsibilities of the tenure mentor(s) are described in [Appendix G of this document](#).

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 no later than September 15.
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](#)).

Mid-Probationary Review

Portfolios of probationary faculty will be reviewed midway through the probationary period by the School Director and eligible faculty in the School 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(s), 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.

Criteria for Earning Tenure

Academic tenure is a principle that affords the individual faculty member academic freedom in the university environment. According to the American Association of University Professors (AAUP)'s [1940 Statement on the Principles on Academic Freedom and Tenure](#): "Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society. Thus, tenure is granted to faculty who have demonstrated exceptional performance and productivity in their field. Impact and ability to communicate impact are key factors in

demonstrating performance. The [University Handbook Sections C110 – 116.2](#) document the procedures for tenure evaluation.

Criteria for Promotion

For promotion to both Associate Professor and Professor, the faculty member is expected to maintain a coherent program of research and scholarship with clearly defined theoretical, empirical, and/or intervention-oriented goals. If appropriate, the candidate is expected to play a significant and clearly defined role in developing and/or maintaining a multi-disciplinary research program (on a local, national, or international scale) and may be involved in publicly-engaged scholarship. The [University Handbook Sections C120 – 156.2](#) document the procedures for promotion in rank.

Associate Professor

- A. *Faculty with Research Tenths.* Appointment as associate professor or promotion from assistant to associate professor is based on research accomplishments that reflect independent and programmatic scholarly activity appropriate to the candidate's field and area of specialization. The candidate for promotion to Associate Professor with tenure must demonstrate excellence as a researcher and scholar, with evidence of potential to contribute to the knowledge base of the chosen discipline at a national and/or international level. A reputation for excellence should emerge among peers in the School of Human Sciences and should be attracting the attention and respect of professional peers.

Evidence of independent and programmatic applied and/or basic research includes: a sustained record of research publications in respected, carefully reviewed scholarly journals or book chapters and books, at least some of which are senior-authored and some of which are independent of graduate school mentors; evidence of efforts to obtain external funding; presentations at the national level; and invited participation in post-graduate programs, national meetings and symposia, patents, and copyrights.

- B. *Faculty with Extension Appointments.* Expectations for Extension scholarship are dependent upon the development of an Extension portfolio of accomplishments that reflects the tenths time assigned to Extension. This portfolio shall include some or all of the following:
- A record of excellence as judged by local extension agents who have used or contributed to the Specialist's body of work;
 - A record of excellence as judged by colleagues in Kansas or other states familiar with the Specialist's area of expertise;
 - A record of excellence as judged by School faculty members who have collaborated with the Specialist;
 - A synopsis of individual and/or integrated strategies, resources, programs, products, and endeavors undertaken by the Specialist;
 - A record of excellence as judged by state, regional and/or national recognition;
 - Funded or unfunded grant proposals that are of demonstrably high quality (e.g., it was ranked in a national competition);
 - Communication of the individual and/or integrated strategies, resources, programs, products, and endeavors undertaken by the Specialist through nationally refereed articles, chapters in books published by reputable sources, reports, conference

proceedings, or monographs that are of high quality, and that are available on K-State websites or through other appropriate national avenues.

Professor

1. *Faculty with Research Tenths.* Appointment to Professor or promotion from Associate Professor to Professor is based on research accomplishments that reflect independent and programmatic scholarly activity appropriate to the candidate's field and area of specialization. The candidate for promotion to Professor must demonstrate a sustained record of research, scholarship, and other creative endeavors that are recognized nationally or internationally. The candidate should have a record of continuing research productivity and evidence that the research has had a significant impact on the field.

Evidence of applied and/or basic research productivity includes a sustained record of research publications in respected, carefully reviewed scholarly journals or book chapters and books; publications as senior author; extramural support or evidence of efforts to obtain extramural support; appointment to editorial boards; appointment to study sections; election to a national office in a professional society; invitations to speak at national and international meetings; and patents and copyrights.

2. *Faculty with Extension Appointments.* Promotion to Professor will depend on the development of an Extension portfolio of accomplishments that reflects the tenths time assigned to Extension. It shall include:
 - A record of excellence as judged by other colleagues throughout the nation who are familiar with the Specialist's area of expertise;
 - A reputation as a "role model for Extension" among other Extension Specialists in the Specialist's area of expertise;
 - A record of excellence as judged by national recognition;
 - A record of sustained scholarly work published in national refereed or other reputable sources.

Research, Teaching, Service, and Extension Expectations

As a land grant institution, Kansas State University embraces diversity, encourages engagement, and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve. Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. Accordingly, the School of Human Sciences faculty, staff, and students strive to enhance quality of life through rigorous interdisciplinary research, evidence-based teaching, strategic community partnerships, and targeted prevention and intervention programs that address real-world challenges. As such, we recognize that faculty responsibilities include activities along a continuum of mission-driven scholarship.

All tenured and probationary faculty members are expected to engage in scholarship in their research/creative/innovation activities, extension/entrepreneurship/professional practice, and

teaching. Scholarship is creative, systematic, rational inquiry into a topic and the honest, forthright application or exposition of conclusions drawn from that inquiry. It builds on existing knowledge and employs critical analysis and judgment to enhance understanding.

Scholarship is the umbrella under which research falls, but research is just one form of scholarship. Scholarship also encompasses creative activities, innovation, entrepreneurship, teaching, and extension and/or professional practice. Innovation generally refers to renewing, changing or creating more effective processes or products, while academic entrepreneurship refers to innovating ideas, products, businesses, and/or bringing about change that challenges the status quo of how people live on a daily basis.

Scholarship results in a product that is shared with others and is subject to the criticism of individuals qualified to judge the product. Scholarship includes materials that are generally called "intellectual property" and must be communicated in appropriate ways in order to demonstrate significant impact for the public and/or for the discipline itself (including future impact as appropriate). Although scholarship generally implies that one has a solid knowledge of the foundation and current developments in one's professional field, it must be noted that significant advances sometimes accrue when a scholar extends their scope of topics beyond those traditional to a particular discipline.

The following table, included with permission from Iowa State University, describes the broad continuum of scholarship to be used when judging the scholarly nature of a faculty member's achievements. It is adapted from Conrad J. Weiser, "The Value of a University - Rethinking Scholarship," draft version; and Ernest L. Boyer, *Scholarship Reconsidered - Priorities of the Professoriate* (Princeton, New York, The Carnegie Foundation for the Advancement of Teaching, 1990).

The Nature of Scholarship

Character of Scholarship	Develops and communicates new understanding and insights. Generates, synthesizes, interprets, and critically analyzes and communicates new knowledge, methods, understandings, technologies, materials, uses, insights, beauty, and so forth.
Audience of Scholarship	Peer, undergraduate students, graduate students, post-doctoral associates, users, patrons, public, etc.
Means of Communicating Scholarship	Teaching materials and methods, classes, curricula; publications, presentations, exhibits, performances, patents, copyrights, distribution of materials or programs, etc.
Criteria for Validating Scholarship	Originality, significance, accuracy, replicability, scope, applicability, breadth, depth and duration or influence, persistence of influence or use, adoption by peers, impact or public benefits, etc.
Means of Documenting Scholarship	Present evidence that creative intellectual work was validated by peers; communicated to peers and broader audiences; recognized, accepted, cited, adopted, or used by others. In other words, that it made a difference.

1. Research and Creative Activities

- A. *Definition.* Research and creative activities are defined in the [University Handbook Section C3](#).
- B. *Mission Relevance.* There should be convincing evidence that the candidate has continuously been engaged in research, scholarship, or other creative activity of high quality and significance. Much of this work will be generated by the individual candidate as part of their own ongoing research program. Where appropriate and possible, multidisciplinary projects are encouraged and represent a highly desirable endeavor. When evaluating a candidate's collaborative work, evaluators must carefully establish the candidate's role and contribution to the joint effort. When appropriate or required, judgments from eligible faculty members at other institutions and from professionals in the field should be used to supplement those of faculty members at Kansas State University.
- C. *Expectations.* If a candidate for tenure and promotion to Associate Professor has realistically and consistently had a research effort allocation of .40 during the probationary period, they should demonstrate evidence of a sustained program of research during the probationary period demonstrated by research projects at various stages of development and dissemination to scholarly and other applicable audiences consistent with metrics outlined in [Appendix C of this document](#). A primary consideration when evaluating an individual's program of research is the quality of the scholarly products. If the candidate has had a larger or smaller average research effort allocation than .40, then prorating must be used.

- D. In the case of a candidate for promotion to the rank of Professor, the evaluating faculty will look for evidence of a sustained and high-quality program of research with national or international impact. The assessment of the national or international impact of a candidate's research program when applying for promotion to the rank of professor may vary greatly given the multidisciplinary aspect of the School and preferred methods/forms of scholarship. Evaluating members must determine if the sustained quantity and quality of scholarship is appropriate for the discipline of focus and nature of the candidate's area of scholarship.
- E. *Suggested Indicators and Documentation of Research and Creative Activities can be found in [Appendix C of this document](#).*

2. Teaching

- A. *Definition.* Teaching is defined in the [University Handbook Section C2](#).
- B. *Mission Relevance.* Evaluation of teaching may occur with respect to the following areas of activity: Classroom instruction, non-classroom instruction (including to external stakeholders), clinical instruction, curriculum-related activity, instructional innovation, specific participation in graduate faculty activities, and academic advising activities.
- C. *Expectations.* The Candidate for promotion to Associate Professor with tenure must demonstrate active engagement and high commitment to teaching. They must demonstrate a record of effective instruction (as defined by the components below). The Candidate for promotion to Professor must demonstrate a sustained record of excellence in teaching and serve as an effective role model for colleagues, students, and clientele. An effective role model leads or guides others in pursuit of teaching excellence.

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

- D. *Suggested Indicators and Documentation of Teaching Productivity can be found in [Appendix D of this document](#).*

3. Service

- A. *Definition.* Non-directed and directed service are defined in the [University Handbook Sections C5 – C6](#).
- B. *Mission Relevance.* Excellence in service is reflected through contributing one's expertise and knowledge to the profession, to units within the University, and to the larger community in appropriate and effective ways.
- C. *Expectations.* The candidate for promotion to Associate Professor with tenure must demonstrate effective involvement in the domains of service to the profession as well as to the public and can be reasonably expected to continue a program of effective service relevant to the mission of the School of Human Sciences. Institutional service is expected to be concentrated at the School- and program-level. The candidate for promotion to the rank of Professor must provide convincing evidence of a sustained record of effective involvement in the domains of service to the profession and to the public.
- D. *Suggested Indicators and Documentation of Service can be found in* [Appendix E of this document](#).

4. Extension

- A. *Definition.* Extension is defined in the [University Handbook Section C4](#).
- B. *Mission Relevance.* Extension scholarship may be defined as strategies, resources, programs, products, and endeavors in which research-based knowledge is applied to practical situations. Excellence in Extension scholarship requires the development of clear and relevant goals; mastery of existing knowledge; appropriate research design and methodology; the leverage of existing resources; effective communication; documented evidence of evaluation and results; and ethical behavior. Extension scholarship focuses on outreach and engagement efforts that improve the lives of Kansans living within a national and global context.
- C. Research is a foundational aspect of Extension scholarship. Specialists engage in research to discover the nature, need, and impact of important issues that affect children, youth, adults, and families. Research provides Specialists with direction to create, translate, and evaluate strategies, resources, programs, products, and endeavors that improve the quality of life for targeted audiences. Extension scholarship is then disseminated through a variety of delivery methods. Discovery, creation, translation, communication, and evaluation are critical elements in the work of Extension.

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

- A research or evidence-base that provides a solid foundation for the strategies, resources, programs, products, and endeavors;
- A plan of work that includes goals, activities, outcomes, research and evaluation design and methods or other possible components that are integral

- to the specific work;
 - Peer review by colleagues in Kansas or other states familiar with the content area;
 - Resources for dissemination;
 - Evaluation or other data;
 - A summary report of outputs, impacts, and/or outcomes;
 - A synopsis of the above communicated to others through articles in journals, conference proceedings, or reports and monographs. Appropriate dissemination includes posting of the synopsis on websites, sharing through national listservs, or other printed or electronic methods.
- D. *Expectations of Extension Scholarship.* There must be convincing evidence that the Extension Specialist has continuously been engaged in Extension scholarship of high quality and significance. This record, or portfolio, may take many forms. The portfolio should demonstrate that the Extension Specialist has engaged in Extension scholarship and reflects the identification or generation of evidence-based knowledge, translation and application of that knowledge, evaluation of the results of that application, utilization of the knowledge gained from the application, and attempts to sustain the results of the application.
- E. The Specialist's portfolio of accomplishments will be concentrated in one or two areas. This allows the Specialist to develop a comprehensive body of work in which the Specialist has developed expertise and has gained a national reputation for excellence. Ultimately, the portfolio will establish that the Specialist has a record of excellence by showcasing the body of work and demonstrating the investment of the Specialist's resources (e.g., time, operating budget, collaborations). Although the body of work is generated by the individual Specialist, multidisciplinary projects are encouraged and represent a highly desirable endeavor.
- F. *Suggested Indicators and Documentation of Activity Utilized to Support the Outcomes Noted in the Extension Portfolio can be found in [Appendix F of this document](#).*

Responsibilities of the Candidate and School Director

Responsibilities of Candidate

Written requests for consideration of tenure and/or promotion must be submitted to the School Director no later than June 15. It is more common that the candidate and School Director (in consultation with faculty mentor(s)) discuss application for tenure and/or promotion as part of the candidate's preceding annual review/reappointment meeting.

Persons outside the University who are recognized for excellence in the candidate's discipline or profession will be asked to participate as reviewers in evaluations for tenure and promotion ([University Handbook Section C36.1](#)). The candidate for promotion and/or tenure provides the School Director with the names and addresses of approximately 10 external evaluators by no later than June 15. Candidates for tenure and/or promotion have the right to submit to the School Director the names of potential outside reviewers whom they believe may *not* be able to provide a fair and unbiased evaluation of the candidate's materials, specifying the reasons for this claim. Candidates and units are urged to avoid listing as external reviewers persons who have had a personal or professional relationship with the candidate, such as the

candidate's former major professor, postdoctoral mentor, graduate school classmates, or graduated students.

Faculty in the School of Human Sciences applying for tenure and/or promotion should prepare a two-page document that provides a holistic portrayal of the candidate's scholarly work. This document will be central in providing context for reviewers to judge the impact of one's scholarly endeavors. The candidate should illustrate synergy across activities (i.e., teaching, research, service) and demonstrate the impact of their work for various stakeholders in various contexts (e.g., academia, public). For those whose efforts include engagement within and across these activities, Franz (2009) developed the Engaged Scholarship Model to frame engaged scholarly work in a way that aligns with the productivity expectations in promotion and tenure documents. The model (see [Appendix H of this document](#)) includes six practice and storytelling leverage points on an engaged scholarship circle, an integration of higher education's missions, and factors and assumptions that affect engaged scholarship to help faculty tell the story of their engaged scholarship efforts. This framework provides a useful guide for faculty interested in using a holistic, storytelling approach to documenting and describing their scholarly endeavors.

Faculty applying for tenure and/or promotion should prepare their materials using the University guidelines for organization and format of the tenure and promotion documentation (see [the Office of the Provost's Guidelines for the Organization and Format of Tenure and Promotion Documentation at Kansas State University](#)). The two-page supporting document detailed above (leveraging the Franz Engaged Scholarship Model) will be submitted as part of the supporting documents (i.e., other materials) section of the promotion and tenure documentation packet but will be a central component in the evaluation of the tenure and/or promotion application.

Responsibilities of the School Director

The School Director will solicit a list of approximately 10 potential external evaluators from the members of the candidate's program. External reviews will not be sought by anyone other than the School Director. It is inappropriate for persons at other administrative levels (i.e., College Tenure and Promotion Committee, the Dean, the Council of Deans, and the Provost) to solicit additional external reviews beyond those sought by the School Director. However, following notification to the candidate, the School Director may solicit comments from students, other faculty members, and administrative heads in the College or the University, as well as from faculty members and professionals in the field with whom the candidate has collaborated, if relevant. Such comments are not required; however, all such comments become a part of the candidate's record once they are obtained, although the name and affiliation of each person who comments will be kept confidential.

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

The School Director will review the promotion/tenure document used to guide the candidate, the entire probationary portfolio of the candidate, the recommendations of the eligible faculty (see below), and the vote of the eligible faculty. Following this review, the School Director will

formulate an independent recommendation either supporting or failing to support tenure and/or promotion of the candidate and forward a recommendation to the Dean of the College of Health and Human Sciences, consistent with University policy (see [University Handbook Section C35](#)).

Faculty Eligible to Vote

Faculty eligible to vote on matters of promotion and mid-probationary review are all School faculty holding a rank equal to or higher than the rank being considered. Faculty holding tenure, regardless of rank, are expected to participate in the mid-probationary review and vote on questions involving the awarding of tenure. If an eligible faculty member cannot be present during the voting period, the faculty member may leave her/his ballot and any statement s/he may want incorporated into the discussion summary with the School Director within five working days of the meeting.

Transfers between Non-Tenure Track and Tenure-Track Appointments

The [University Handbook Section C12.6](#) documents the procedures for transferring between non-tenure track and tenure-track appointments.

Procedures for Appeal

The [University Handbook Section C114.2](#) documents the procedures for appeal.

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

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

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

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

When included as part of a faculty member's appointment, each of the responsibility areas below is considered in decisions for reappointment, tenure, and promotion as well as in annual merit evaluations:

- **Teaching:** Efforts to assist undergraduate and graduate students, or external stakeholders in gaining knowledge, understanding, or proficiency; for example, planning and teaching courses, advising undergraduates, or supervising graduate students.
- **Research and other creative activities:** Efforts to make original intellectual or artistic contributions through scholarship; for example, original research, creative artistry, interdisciplinary scholarly work, publicly engaged research, guiding graduate students' research, or the use of specialized knowledge to address significant social or professional problems.
- **Extension:** Efforts of the Cooperative Extension Service that provide practical, scientifically based, and useful information to Kansas residents through informal, out-of-School, non-credit education programs.
- **Service:** Can include both directed and non-directed service; non-directed service is represented by three categories: institution-, profession-, and public-based service; see [University Handbook Sections C5 – C6](#) for more information.

Non-tenure track faculty members on regular appointments will participate in faculty governance processes as defined by the School of Human Sciences, and University Faculty Senate. Non-tenure track faculty members have voting rights in College and School matters and elections, and may serve on School, College, and University committees unless policies limit membership to tenure-track faculty. Non-tenure track faculty are eligible to submit grant applications and those on regular appointments may direct research as principal investigators ([Pre-Awards Policy and Procedures Manual, Chapter 7010-060](#)).

Non-tenure track faculty may be eligible for graduate faculty status, which allows faculty to serve as major professor, graduate committee member, and course coordinator for graduate-level courses ([Graduate Handbook, Chapter 5, Section C](#)). Non-tenure track faculty members may be College of Health and Human Sciences course coordinators without graduate faculty status. Non-tenure track faculty on regular appointments are eligible for sabbatical leave as outlined by [University Handbook Section E2](#). Professorial Performance Awards may be considered for non-tenure track Professors on regular appointments after six years in rank; see the [Professorial Performance Awards section of this document](#) for more information.

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

Annual Evaluation

Regular and term non-tenure track faculty will be evaluated as part of the annual evaluation process outlined herein; see the [Annual Evaluation section of this document](#) for more information.

Promotion Criteria

The procedures for promotion for non-tenure track faculty are similar to the processes and timelines for promotion of tenure-track/tenured faculty in [University Handbook Sections C110 – C116.2 and C150 – C156.2](#). In the interest of supporting non-tenure track faculty through this process, the School of Human Sciences has adopted a formal mentorship program for Non-Tenure Track Faculty. This program and its processes are detailed in [Appendix G of this document](#).

The average time in rank interval prior to consideration for promotion is five years, although shorter and longer intervals are possible. Promotion may be granted earlier when the faculty member's cumulative performance at rank clearly meets the standards for promotion. Criteria used to evaluate progress within each rank include the following:

Instructor

The primary responsibility for persons on the appointments at the rank of Instructor, Advanced Instructor, or Senior Instructor will be instruction.

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

Advanced Instructor. Typically, consideration for promotion from instructor to advanced instructor can occur after a five-year period at the rank of instructor. The candidate should demonstrate sustained excellence in teaching by demonstrating active engagement and high commitment to teaching. She or he must demonstrate a record of effective instruction and evidence of professional development in teaching (e.g., participating in the University peer review of teaching program, attending University teaching conferences).

Senior Instructor. Consideration for promotion to Senior Instructor may occur in accordance with criteria established by the program. The candidate should have maintained a sustained record of excellence in teaching and serve as an effective role model for colleagues, students, and clientele. An effective role model leads or guides others in pursuit of teaching excellence. In addition, the candidate should demonstrate superior performance and be recognized by students and peers as an outstanding educator in the discipline. The candidate has engaged in creative endeavors related to the Scholarship of Teaching and Learning (e.g., University workshop on teaching; presentations in discipline).

Research

Those with appointments at the rank of Research Assistant Professor, Research Associate Professor, or Research Professor should have research credentials consistent with those mandated for the comparable tenure-track rank in their disciplines. Those on a term or regular appointments may be engaged in research or other creative endeavors in academic schools. Each higher rank demands a higher level of research accomplishment. Annual evaluation and promotion are based upon an individual's achievements related to the specific criteria, standards, and guidelines detailed herein.

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

Research Associate Professor. The candidate should demonstrate excellence as a researcher and scholar, with evidence of contributing to the knowledge base of the chosen discipline at a national and/or international level. The faculty member is expected to maintain a coherent program of research and scholarship with clearly defined theoretical, empirical, and/or intervention-oriented goals. If appropriate, the candidate is expected to play a significant and clearly defined role in developing and/or maintaining a research program (on a local, national, or international scale). The candidate must show a sustained record of seeking external grants to support their program of research or currently have external grants to support their research.

Research Professor. The candidate should demonstrate a sustained record of research, scholarship, and other creative endeavors that is recognized nationally or internationally. In addition, the candidate must provide evidence of serving as a role model for less senior faculty, for students, and for the profession. The faculty member is expected to maintain a coherent program of research and scholarship with clearly defined theoretical, empirical, and/or intervention-oriented goals. If appropriate, the candidate is expected to play a significant and clearly defined role in developing and/or maintaining a 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 show a sustained record of seeking external grants to support their program of research or currently have external grants to support their research.

Clinical

The primary responsibilities for those holding appointments at the rank of Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor will be teaching and clinical service. A component of the clinical appointment may include an opportunity for scholarly achievement. Persons appointed to these positions should have credentials appropriate to the discipline.

Clinical Assistant Professor. The candidate must have: (1) the ability to engage in clinical practice and supervision with appropriate credentials, including state licensure and national certification, (2) a potential for significant professional growth in an area of clinical practice, and (3) evidence of a high level of competence in the clinical specialty and demonstrated promise of moving toward excellence in client care and clinical instruction in the disciplinary area of the position.

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

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

Practice

The primary responsibilities for persons on the appointment of Professor of Practice or Senior Professor of Practice include teaching, research, outreach, and service or a combination of these duties.

Professor of Practice. Persons appointed to the rank of Professor of Practice may be promoted to Senior Professor of Practice on the basis of demonstrated individual merit in relation to their association with the University's mission and within their discipline. The candidate must have: (1) substantial non-academic experience in the disciplinary field and credentials appropriate to the discipline, (2) the ability to demonstrate independent practice of teaching with adult learners, (3) a potential for significant professional growth in the area of teaching, and (4) evidence of a high level of competence in the content area and demonstrated promise of moving toward excellence in student instruction, student mentorship, scholarly activities, professional leadership, and practice/service/outreach as related to the profession.

Senior Professor of Practice. The Senior Professor of Practice position demands a higher level of accomplishment consistent with the expectations based on specific criteria, standards, and guidelines developed by School faculty in consultation with the School Director and the Dean of the College. The candidate should demonstrate a sustained record of excellence in teaching and serve as an effective role model for colleagues, students, and other professionals. 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 their 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

The primary responsibility for persons on appointments at the rank of Teaching Assistant Professor, Associate Teaching Professor, and Teaching Professor will be instruction. A component of the teaching appointment may include scholarly achievement and service. Persons appointed to these positions will hold the terminal degree appropriate to the discipline. Each higher rank demands a higher level of accomplishment. Annual evaluation and promotion are based upon an individual's achievements related to the specific criteria, standards, and guidelines detailed herein.

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

Teaching Associate Professor. The candidate should demonstrate sustained excellence in teaching through active engagement and high commitment to teaching. They must demonstrate a record of effective instruction, teaching and evidence of professional development in teaching (e.g. curriculum development and revision within units, development of new courses, participating in the University peer review of teaching program and/or attending University teaching conferences). The candidate should also show evidence of being engaged in the scholarship of teaching and learning, which may be demonstrated by publications in appropriate

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

Teaching Professor. The candidate should demonstrate a sustained record of excellence in teaching, including contribution to curriculum and course development, and serve as an effective role model for colleagues, students, and clientele. An effective role model leads or guides others in pursuit of teaching excellence. In addition, the candidate should demonstrate superior performance and be recognized by students and peers as an outstanding educator in the discipline. The candidate should also be engaged in sustained scholarship of teaching and learning, which may be demonstrated by publications in appropriate venues, presentations at, or organization of conferences about teaching, writing grants that promote teaching, active pursuit of on-going professional development, development of teaching materials, including books and innovative teaching technologies and/or attendance at leadership conferences. These efforts may include scholarship that is published in national refereed journals or other reputable sources with national or international stature.

Extension

Extension scholarship may be defined as strategies, resources, programs, products, and endeavors in which research-based knowledge is applied to practical situations. Excellence in Extension scholarship requires the development of clear and relevant goals; mastery of existing knowledge; appropriate research design and methodology; the leverage of existing resources; effective communication; documented evidence of evaluation and results; and ethical behavior. Extension scholarship focuses on outreach and engagement efforts that improve the lives of Kansans living within a national and global context. Individuals appointed to the positions of Extension Assistant Professor, Extension Associate Professor, or Extension Professor should have extension credentials consistent with those mandated for the comparable tenure-track rank in their disciplines. Persons appointed to these ranks may expect to be promoted on the basis of demonstrated individual merit in relation to their association with the University's mission and within their own disciplines. Consideration for promotion may occur in accordance with criteria established by the unit. Each higher rank demands a higher level of extension accomplishment.

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

Extension Associate Professor. The candidate should demonstrate excellence in Extension scholarship, concentrating in one or two areas that meet the needs of Kansas residents. The candidate demonstrates expertise and educational resources in these given areas that have the potential for a national/international reputation for excellence. The candidate has communicated their 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. The candidate must show a sustained record of seeking external grants to support their Extension work or currently have external grants to support their Extension work.

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

Non-Tenure Track Faculty Promotion Review Committee

The Non-Tenure Track Faculty Promotion Review Committee consists of three full-time faculty members. The School Director will appoint two faculty members to the Non-Tenure Track Faculty Promotion Review Committee, each serving a three-year staggered term. The review committee will consist of either (1) two non-tenure track faculty members with advanced ranking; or (2) one member will be a non-tenure track faculty member with advanced ranking member, and one member will be a tenured faculty member (either Associate Professor or Professor). The School Director will appoint one of these faculty members to serve as chair of the committee. A third faculty member who will be a representative from the candidate's program with advanced ranking, either tenure or non-tenure track (not the candidate's respective Program Chair), will also be appointed to the Non-Tenure Track Faculty Promotion Review Committee by the School Director. If there is not a member of the candidate's program area that meets these qualifications, an alternative third member of the committee will be appointed at the discretion of the School Director.

The chair will convene the meetings and finalize the written evaluation transmitted to the School Director after committee approval. If a committee member is under consideration for promotion, they will be excused from promotion-related deliberations for that academic year. The [University nepotism policy \(PPM Section 4095\)](#) will be followed in all cases.

The duties of the promotion committee are as follows:

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

Promotion Procedure and Process

The candidate will submit an electronic portfolio to the School Director documenting activities, achievements, and goals in instruction, service and outreach, research, publicly engaged scholarship, extension, and/or clinical duties depending on the assignment of the non-tenure track faculty member. The portfolio will be provided to the School of Human Science Non-

Tenure Track Faculty Promotion Review Committee for their evaluation and promotion recommendations to the School Director.

The first part of the candidate's electronic portfolio should include a 2-3 page summary of primary responsibilities and achievements across areas of the tenth assignment over the evaluation period, followed by a 1-page listing of goals and objectives that will guide professional activities for the next five years. [Appendices C-F of this document](#) include examples of suggested indicators and documentation.

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

Professorial Performance Award

The Professorial Performance Award is intended to recognize strong performance of those at the rank of Professor (see [University Handbook Sections C49.1 – 49.14](#) for complete information about this award) according to School criteria for excellence.

The award carries with it an increase to the faculty member's base salary in addition to that provided by the annual evaluation process.

Candidates for the award must meet the criteria detailed in the University Handbook:

- The candidate must be a full-time professor (either tenured or non-tenure-track) and have been in rank at Kansas State University at least 6 years since the last promotion or Professorial Performance Award;
- The candidate must show evidence of sustained productivity in at least the last 6 years before the performance review; and
- The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to Professor according to current approved School standards.

Procedure

Recommendations for the Professorial Performance Award will follow the timeline associated with the annual evaluation review outlined in the [University Handbook \(C49.4\)](#) in alignment with school procedures.

Specifically, candidates for the Professorial Performance Award in the School of Human Sciences must submit:

4 weeks prior to annual review deadline:

- a written request for consideration for the Professorial Performance Award submitted to the School Director.

By deadline for annual review material submission:

- a current vita highlighting activities for the previous 6 years; and,
- a two-to-five-page summary of accomplishments (for at least the previous 6 years) with a description of significance and impact in each area outlined in the School of Human Sciences standards for Professor.

The materials submitted for this award will be examined by each of the tenured faculty at the rank of Professor in the School who will provide a recommendation to the School Director as to whether the criteria have been met.

The faculty's recommendation will be submitted to the School Director within 4 weeks of when the materials are made available to them.

The School Director will complete the process following the guidelines referenced in the [University Handbook \(C49.7\)](#).

Chronic Low Achievement Policy

In accordance with [University Handbook Sections C31.5 – 31.8](#), any tenured faculty member who fails to carry out the responsibilities outlined in their job description or does not meet the minimum performance expectations will be considered to have “fallen below minimum acceptable levels of productivity.” Minimum acceptable levels of productivity are defined in the [Annual Evaluation section of this document](#) for all areas in which a faculty member may have effort allocated. Faculty who are evaluated as “fallen below minimum acceptable level of productivity,” as determined by the annual evaluation, are subject to the procedures and criteria in [University Handbook Section C31.5](#). 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 on 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 5-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 of the College of Health & Human Sciences and a “dismissal for cause” may be considered at their discretion. If this decision is made, standards for notice of non-reappointment apply consistent with [Appendix A of the University Handbook](#).

A reviewee that receives an annual evaluation classification of “fallen below minimum acceptable levels of productivity” may request independent evaluation of performance by an ad hoc School Appeals Committee. If requested, the following process should be followed:

1. This request must be made, in writing, within 2 weeks of the notice that they have “fallen below minimum acceptable levels of productivity.”
2. To establish the School Appeals Committee, the School Director will nominate five faculty members at the same rank or higher than the reviewee.
3. The reviewee will then select three of the five nominees to establish the appeals committee.
4. The School Director will provide relevant materials for review to the appeals committee upon appointment. The reviewee may submit materials (not to exceed four double-spaced pages) to the review committee as well. These materials must be submitted to the review committee within 2 weeks of the time it is established.
5. The review committee will have 4 weeks from the time all materials are received to review the materials provided by the School Director and any supplemental materials provided by the reviewee.
6. The review committee will submit its report indicating whether or not they support the School Director’s evaluation rating of “fallen below minimum acceptable levels of productivity,” including any minority reports, to the School Director and to the reviewee.
7. The reviewee has 2 weeks to respond to the report in writing to the School Director.
8. Upon review, the School Director may elect to revise the rating of “fallen below acceptable minimum levels of productivity.” If there remains a disagreement between the School Director and the reviewee about the rating of “fall below acceptable minimal levels of productivity” then all materials will be retained in the reviewee’s personnel file and forwarded to the Dean for final review if the reviewee is designated as in “chronic low achievement,” as outlined above.

Post-Tenure Review

Every 6 years after a faculty member receives tenure or appointment as a tenured faculty member, the faculty member must complete the post-tenure review process or its equivalent. An equivalent shall include but is not limited to: application for promotion to Professor; Professorial Performance Award; promotion to Professor; or, receipt of substantial College, University, national or international award requiring multi-year portfolio-like documentation. See the [University Handbook Appendix W](#).

The review will be conducted by the School Director based upon the six most recent annual performance evaluations (including the annual performance evaluation for the most recent year) and an updated curriculum vitae provided by the faculty member. At least 6 weeks before the post-tenure review, the faculty member will be notified that they are scheduled for post-tenure review, and they will be reminded of the policy and process associated with the review. The faculty member under review will be notified that if they wish to do so they may submit additional information to be included in the review to the School Director. Additional materials (not to exceed four double-spaced pages) are to be submitted at the time of annual review materials.

If the performance review conducted by the School Director indicates the need for a professional development plan to enable the faculty member to advance professionally and to make “appropriate contributions to the University,” the School Director will activate the Faculty Development Committee within 2 weeks of the performance review by sending the committee chair (Professor from the School serving on the College Tenure and Promotion Committee) a copy of the Post-Tenure Review form. The School Director is responsible for designating the other two members of the Faculty Development Committee. Committee members will be of equal or higher rank to the faculty member under review.

The Faculty Development Committee will meet with the faculty member within 1 month of receipt of the Post-Tenure Review form from the School Director. The purpose of that meeting will be to discuss the areas of development outlined by the School Director and to construct a professional development plan, with input from the faculty member, to guide the faculty member’s progress towards making “appropriate contributions to the University” (see [University Handbook Appendix W](#)). The Faculty Development Committee will add the recommended development plan to the Post-Tenure Review Form, which will be returned to the School Director within 2 weeks of the committee meeting. The School Director will then add comments and additional recommendations to the review form which will be discussed with the faculty member and signed by the faculty member and the School Director. The School Director will place the development plan in the faculty member’s personnel file. Outcomes from the review will be shared with the Dean of the College of Health and Human Sciences. The development plan will be utilized in future annual evaluations and post-tenure reviews to review progress toward any goals set in the plan in accordance with the [University Handbook Appendix W](#).

The post-tenure review feedback and recommendation form is included in [Appendix I of this document](#).

Appendix A: Annual Evaluation Reporting

Faculty Member	
Evaluation Period	
Rank/Appointment	
Program/Program Chair Name	
Additional Materials Included for Assessment (please list)	

Appointment Assignment (FTEs)	e.g., Teaching (.4)
Restatement of Goals for Current Evaluation Period (150 words)	
Projected Goals for Upcoming Evaluation Period (150 words)	
Narrative Summary of Contributions (300 words)	
Appointment Assignment (FTEs)	e.g., Research (.4)
Restatement of Goals for Current Evaluation Period (150 words)	
Projected Goals for Upcoming Evaluation Period (150 words)	
Narrative Summary of Contributions (300 words)	
Appointment Assignment (FTEs)	e.g., Service (.2)
Restatement of Goals for Current Evaluation Period (150 words)	
Projected Goals for Upcoming Evaluation Period (150 words)	
Narrative Summary of Contributions (300 words)	

Appointment Assignment (FTEs)	Faculty's Self-Rating (0-5 points)	Evaluator's Rating (0-5 points)
e.g., Teaching (.4)		
Total Rating		

Evaluator's Comments

Signatures

Faculty Member	Date	Designated Evaluator	Date
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Appendix B: Annual Workload Assessment

Faculty Member:	
Assessment Period:	
Assigned FTE Split:	

Teaching

Assigned FTE:		Actual FTE:	
Rationale for discrepancy, if necessary:			

Semester / Year	Course Prefix/ Number	Course Credit Hours	Workload -to-section credit hour conversion	Dual Modality (add 50% to base)	New Course Prep (>1/yr; add 3.33%)	Dual Listed (add 50% to base)	Total %

Did you:

	Y/N	Negotiated or Actual Percent Responsibility
Teach a zero-credit hour or non-credit course?		
Mentor a GTA instructor of record?		
Engage in clinical supervision (i.e., CFT supervision)?		
Engage in field experience supervision (i.e., ECED and FCS-Ed)?		
Serve on graduate student committees as a member, co-chair, or chair?		
Teach a microcredential or other applied learning experience not otherwise listed?		

Research

Assigned FTE:		Actual FTE:	
Rationale for discrepancy, if necessary:			

Service

Assigned FTE:		Actual FTE:	
Rationale for discrepancy, if necessary:			

Extension

Assigned FTE:		Actual FTE:	
Rationale for discrepancy, if necessary:			

Administration

Assigned FTE:		Actual FTE:	
Rationale for discrepancy, if necessary:			

Other Workload Considerations

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Appendix C: Suggested Indicators and Documentation of Research, Scholarly and Creative Activities, and Discovery

Indicators of Research, Scholarly and Creative Activities, and Discovery

The research productivity metrics outlined here are based on an individual with a .40 FTE in research. To ensure accurate assessment for individuals with different research FTE allocations, proration must be applied accordingly.

Metric	Average Annual Productivity Standards	Example Activities by Type of Research		
		Empirical, Theoretical, & Methodological Research	Community-Engaged & Translational Research	Policy-Oriented Research
Publications	2 publications	• Peer-reviewed articles in relevant journals • Collaborative publications with researchers from other disciplines • Publications in non-refereed but well-regarded resources	• Publications in applied research journals and magazines • Co-authored publications with community partners • Comprehensive Public-facing dissemination activities (social media, blogs, fact sheets etc.) • Development of prevention & intervention programs • Evaluation reports	• Policy briefs and white papers • Research review & summary papers • Evaluation reports
Grants and Funding	Demonstrated continuous effort to obtain external funding to support scholarly efforts	• Writes, receives, and/or manages internal & external research grants • Administers funded research projects	• Writes, receives, and/or manages community-based or translational grants or contracts • Crowdfunding & fundraising • Administers funded research projects	• Writes, receives, and/or manages policy research grants • Administers funded research projects
Presentations	1-2 presentations	• Peer-reviewed conference presentations • Invited keynote speaker or discussant • Trainings	• Community stakeholder meetings • Practitioner trainings & conferences • Live interviews & science communication activities (television, radio, podcasts, webinars, community presentations, etc.)	• Presentations to policymakers • Webinars and public lectures • Policy workshops • Policy dialogs and briefing sessions

			• Invited keynote speaker	
Collaborative Activities*		• Trains and supports students, staff, and colleagues in research • Partnerships with other disciplines	• Partnerships with community organizations or industry • Trains non-academic partners in research and translation • Collaborations with practitioners	• Community-engaged policy development in collaboration with stakeholders • Public-private partnerships • Interdisciplinary projects
Awards and Recognitions		• Awards for: research excellence, theoretical contributions, Interdisciplinary research, innovation • Wins a juried regional or national competition	• Community engagement awards • Translational impact awards	• Policy impact awards • Prominent media coverage to influence policy
Innovation and Broader Impacts		• Development of interdisciplinary solutions • New theoretical frameworks • Impact on multiple fields • New research methods, assessments, & technologies • Citations and adoption of methods by other researchers • Develops products or patents	• Impact on community outcomes • Program and intervention implementation & dissemination • Indicators of online engagement (e.g., altmetrics, social media metrics/impressions) • Develops products or patents	• Policy changes and recommendations • Citations in policy documents • Development of improved policy processes or evaluation instruments • Community or civic capacity building

Note: *Please see the [Continuum of Engaged Scholarship](#) to identify collaborative roles.

Indicators of Scholarly Quality

Per the requirements outlined in this handbook, the faculty member must demonstrate high scholarly achievement within their research tenths. Scholarly research achievement, typically demonstrated through peer-reviewed publications, can have multiple indicators and must be appropriate to the faculty member's field of study. Below is a non-exhaustive list of potential scholarly indicators that may be used to demonstrate high research achievement. Additional indicators appropriate to the faculty member's field(s) of study can be included. Still, the faculty member must include additional explanation to demonstrate the appropriateness and high achievement of any supplemental research indicators. It is recommended that the faculty member provide a collection of multiple indicators of high scholarly achievement, but it is not required. Potential research indicators can include (but are not limited to) journal metric indicators, reach indicators, and/or achievement indicators. Examples are provided below.

Journal Metric Indicators:

1. Journal Citation Reports Clarivate Impact Factor (impact factor for year of publication OR 5-year impact factor)
2. Journal Citation Reports Quartile Ranking of journal within respective field(s)
3. CiteScore (Scopus) or CiteScore Best Quartile (Scopus)
4. Competitive acceptance rate for the journal within respective field(s)

Reach Indicators:

1. Article metrics that demonstrate a wide reach including (but not limited to): citations (number of citations during probationary period and/or citations of articles published during annual evaluation year), views, Altmetric score
2. High engagement or community outreach of publication
3. Reference to publication and/or scholarly articles or publications in mainstream media

Achievement Indicators:

1. Non-predatory, invited or special topic publications
2. Article or author recognition by journal or associated society
3. Contribution as chapter co/author or co/editor of a book that is relevant to the respective field(s)

Documentation of Research, Scholarly and Creative Activities, and Discovery

The following forms of evidence may be used to document competence in this domain:

1. Description and documentation of the percentage of time assigned to research, scholarship, or other creative endeavor
2. Number, complexity, and quality of current research projects or programs, including others involved (can include details of continued and ongoing research projects and developing/maintaining research teams)
3. Source and amount of funding for research projects
4. Copies of materials (e.g., peer-reviewed articles, books, book chapters) “in press,” published, in revision, and/or submitted during the relevant period
5. Tangible outcomes from student research projects (e.g., theses, dissertations)
6. School-solicited or letters of support from experts in the discipline
7. Unsolicited letters of support from experts in the discipline
8. List of research-focused professional development activities (e.g., attending workshops or trainings aimed at enhancing research skills and grantsmanship)
9. List of presentations, targeted audiences, and content summary
10. Awards for research or creative endeavors
11. Evidence of citations of work (e.g., copies of materials citing work, Social Science Citation Index or ISI Web of Science index)
12. Documentation of publicly-engaged scholarship, including contributing expertise to community projects, conducting community/program needs assessments, publishing case studies, collaborating with stakeholders on RSCAD issues, and/or

stakeholder-based participatory research

13. Documentation of developing, implementing, evaluating, and refining community-based program and/or clinical intervention

Appendix D: Suggested Indicators and Documentation of Teaching Productivity

Classroom & Non-Classroom Instruction at the Undergraduate and Graduate Levels

- A. Classroom Instructional Activities at the Undergraduate and Graduate Levels. Effective classroom teaching may include the following:
1. Demonstrates depth, breadth, and currency of subject matter mastery
 2. Prepares and uses clear, well-organized, appropriate, and up-to-date instructional materials and syllabi
 3. Establishes an appropriate level of intellectual demand for students
 4. Evaluates student performance using timely, diverse, and relevant assessment practices
 5. Seeks systematically gathered formative and summative feedback from students regarding teaching effectiveness
 6. Participates in professional activities related to enhancement of teaching effectiveness (e.g., faculty development seminars)
 7. Demonstrates instructional innovation (e.g., develops new learning materials and/or provides new learning experiences; develops and offers microcredentials; incorporates new technologies with instruction)
 8. Provides evidence of successful performance of teaching responsibilities that are unusually demanding or require special expertise or preparation (e.g., teaching distance education courses, teaching a course for the first time)
 9. Works with external stakeholders to provide opportunities for students to engage in service-learning opportunities
 10. Publishes professional materials targeted specifically for student audiences (e.g., textbooks, published lectures, workbooks, instructional guides, audiovisual or computerized instructional materials)
 11. Presents and/or publishes materials specifically *about* teaching
 12. Receives honors recognizing excellence in teaching (e.g., teaching award, invited presentations at conferences or workshops on teaching, membership on panels to judge proposals for teaching grants or contracts, membership on accreditation teams and special commissions, selection for special teaching activities outside of the University)
 13. Adheres to University policies regarding teaching (e.g., final exam policy)
 14. Demonstrates effective course administration (e.g., maintains office hours; is punctual in performing teaching-related activities such as filing text orders, filing syllabi, and reporting grades in a timely fashion)
 15. Co-teaches or co-develops academic programs with external stakeholders
- B. Non-classroom Instructional and Curriculum-Related Activities at the Undergraduate and Graduate Levels. Effective teaching of these types may include the following:
1. Effectively plans, supervises, and evaluates problems, readings, honors, and independent study courses
 2. Aids colleagues and students in instructional activities (e.g., co-teaching with graduate students, supervising GTAs)
 3. Presents guest lectures, shares materials, or provides consultation for other courses
 4. Effectively assists students in preparing papers or projects for competition, conference presentations, or publication
 5. Contributes to curriculum development and revision within units and across the School such as developing a new course.
 6. Contributes to the development and/or administration of new instructional programs

or cutting-edge curriculum development projects (e.g., distance education or continuing education projects)

7. Effectively arranges, supervises, and/or evaluates student practica and internships
8. Writes and receives funding for grant proposals to promote, aid, or study instruction.
9. Makes presentations at conferences or sessions on teaching.
10. Publishes work on the scholarship of teaching and learning.
11. Designs and/or teaches study abroad experiences.
12. Dissemination of knowledge to the public through media interviews, fact sheets, white papers, infographics, blog posts, vlogs, podcasts, microcredentials, etc.
13. Provides trainings to public audiences through workshops/webinars.

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

1. Description and documentation of percentage of time assigned to teaching, listing of all courses taught, including numbers of students in each course
2. Summary sheets from a valid and reliable assessment of teaching evaluations (e.g., TEVALs)
3. Copies of student comments on evaluation forms
4. Teaching evaluations by peers based on review of teaching portfolio and/or classroom observation
5. Course materials (e.g., syllabi, project assignments, exams)
6. Examples of students' work, with names removed
7. Letters from students, peers, and others observing teaching of candidate
8. Nominations and awards for teaching
9. Documentation and evaluation of guest lectures
10. Documentation of media interviews, community workshops, co-teaching with external stakeholders, and supervising student service learning and/or applied internships
11. Evidence of the impact of public-facing instruction such as number of participants engaged, workshop evaluations, collaborative partnership evaluations, metrics of engagement for online content, etc.
12. Evidence of use of candidate's teaching materials beyond own class (e.g., adoptions of texts, inclusion in texts, requests for use by other faculty)
13. Evidence of new or innovative teaching strategies, materials, or media
14. Materials related to the development of a new course
15. Contributions to curriculum development and revision
16. Evidence of teaching resulting in scholarship (e.g., publications with or by students arising from class discussion)
17. Description and documentation of supervisory and advising activities (including number of students supervised and advised and the percentage of time assigned to advising)
18. Evidence of effectiveness of supervisory and advising activities (e.g., completed reports, theses, and dissertations; evaluation of undergraduate and graduate advising efforts)
19. Teaching portfolio (i.e., teaching statement, instructional methods & assessment, course self-evaluation)
20. Demonstrated revisions/updates made to courses

Clinical Instruction

- A. *Clinical Instruction Activities*. Clinical instruction is the teaching of clinical skills and knowledge to students. In the School of Human Sciences, both tenure-track and clinical-track faculty are involved in clinical instruction. Their work is evaluated by their students and by their peers. Effective clinical teaching for tenure-track faculty may include the following:
1. Observing students (directly and indirectly) conducting evaluation and treatment sessions and providing appropriate and effective feedback. (The nature and the amount of observation must conform to various standards.)
 2. Conducting individual and group meetings with students to discuss their clients/cases, their personal goals for clinical learning, their plans for those clients, their performance with those clients, and other relevant clinical issues
 3. Reviewing students' plans, reports, and session notes, and providing appropriate and effective feedback
 4. Meeting with students, clients, and relevant others (e.g., I.E.P. meetings and consultations)
 5. Effectively carrying out case management responsibilities
 6. Overseeing and maintaining client files to meet standards for licensing and accreditation
 7. Reporting to families, other professionals, and external agencies in a manner that meets professional and accreditation standards
 8. Participating in reviews of students
 9. Participating in consensus grading
 10. Demonstrating exemplary practice (when students serve as co-therapist with the faculty member)
 11. Maintaining a client load if required by accrediting or certifying agencies.
- B. *Documentation of Clinical Instruction*. The following list identifies forms of evidence that may be used to document competence in clinical instruction for tenure-track faculty members.
1. Percent time devoted to clinical instruction, along with documentation of live supervision provided (percentage of time or hours)
 2. Anonymous student evaluations of the instructor that are summarized and tabulated on a calendar-year basis.
 3. Results of a review of a clinical instruction portfolio by a committee from the program. Review by the program rather than the tenured faculty is necessary because of issues related to client confidentiality and to knowledge of accreditation standards. The clinical instruction portfolio may include such evidence as: documentation of live supervision provided (percentage of time or hours), end-of-semester feedback letters to students, observation feedback forms used in live supervision, sample supervisory log, creative materials used in group supervision, corrected drafts of student reports, client files containing reports, correspondence, session notes, and contact logs. The program develops guidelines for the content of the portfolio. The program also determines the composition of its committee. Ideally, the committee should include at least one faculty member at or above the academic rank being sought. That member would chair the committee and draft the review, which is signed by all the committee members. If there is no senior faculty member, then the program chair assigns a faculty member to serve as chair.

Academic Advising

- A. *Academic Supervision and Advisory Activities*. Effective supervisory and advisory teaching may include the following:
1. Serving as major professor for M.S. and/or Ph.D. students (e.g., advising;

supervising graduate research for report, thesis, or dissertation; participating in examination and defense process)

2. Serving on supervisory committees for M.S. and/or Ph.D. students
3. Participating in group advising sessions with other faculty, if relevant
4. Depending on the unit, effectively advising undergraduate students
5. Being accessible to undergraduate students for assistance and advice
6. Providing informal mentoring to students and prospective students

Appendix E: Suggested Indicators and Documentation of Service

Directed Service

- A. Leadership of a fee-for-service unit
- B. Supervising clinical service, that is, direct clinical service to clients.
- C. Extension State Leader

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

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

Non-Directed Service

A. Profession-based Service

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

- related to teaching, research, extension, and administration
12. Attends professional meetings
 13. Serves as outside reviewer of candidates for tenure and promotion
 14. Serves on a professional accrediting body

B. Institution-based Service.

1. Service to the School of Human Sciences

- a. Serves as chair of School committees or taskforces
- b. Serves as a member of School committees or taskforces
- c. Serves as a Tenure Mentor or mentor to a non-tenure track faculty member
- d. Advises/supports Student Organizations in the School
- e. Provides leadership or assistance with student recruitment activities
- f. Assists or participates in School-sponsored activities (e.g., seminars, school career fairs, KSU Open House)
- g. Cultivates productive relations with outside agencies (e.g., University-town consortia, contacts with businesses/industries/organizations/individuals)
- h. Attends and participates in School faculty and staff meetings
- i. Actively participates in recruitment/retention of students and new faculty (e.g., prepares information for recruitment brochures, engages in prospective student visits, engages in faculty or staff interview processes)
- j. Participates in fundraising activities unrelated to grants and contracts on behalf of the School or programs within the school
- k. Takes on time-consuming, long-term projects for the good of the School or programs within the School
- l. Writes and receives funding for grant proposals that support service activities in the School or programs within the School

2. Service to the College of Health and Human Sciences

- a. Serves as a member or chair of College Committee on Planning
- b. Serves as a member or chair of a standing College committee or a task force
- c. Attends College faculty meetings
- d. Serves on the Open House committee
- e. Advises/supports School Student Organizations (e.g., Kappa Omicron Nu)
- f. Participates in College recruitment activities (e.g., Powercat Preview Day/meeting with prospective students)
- g. Participates in alumni activities (e.g., hosting alumni award recipients)
- h. Participates in fundraising for the College
- i. Supports College activities (e.g., attends commencement, scholarship receptions)
- j. Takes on time-consuming, long-term projects for the good of the College

3. Service to the University

- a. Holds a major University office (e.g., faculty senate president)
- b. Serves as chair of major University committee (e.g., Presidential search committee; academic affairs committee)
- c. Serves as member of a time-consuming, standing, or long-term University

- committee and/or task force (e.g., Institutional Review Board)
- d. Serves on Faculty Senate
- e. Serves as member of Graduate Council
- f. Serves as chair or member of Extension committee or task force not directly related to educational programming (e.g., an Annual Conference committee in Extension)

C. Public-based Professional Service

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

Documentation of Service

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

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

Appendix F: Suggested Indicators of Activity Utilized to Support the Outcomes Noted in the Extension Portfolio

The portfolio could include Extension scholarship beyond the major body of work. The Specialist may engage in, and the portfolio is likely to reflect, some combination of the following examples of activity:

Planning

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

Preparation

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

Delivery

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

Evaluation/Accountability

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

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

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

Examples of Evaluation

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

Appendix G: Faculty Mentoring Expectations

Faculty mentoring is a powerful tool for professional development that fosters personal growth, skill enhancement, and career progression and supports the success and retention of faculty members. Often, faculty mentoring involves a more experienced faculty member (mentor) guiding a less experienced colleague (mentee), offering insights, support, and knowledge. Faculty mentoring establishes a relationship to promote and enhance faculty development, and for the mentor to serve as a knowledgeable resource and advisor for the mentee.

School of Human Science faculty members are not required to serve as faculty mentors; however, the mentor role is extremely important for tenure progress, and the contribution of mentor(s) is recognized among the service activities in annual evaluations and, if relevant, promotional considerations (for a list of current School faculty members eligible to serve as senior tenure mentors, please reach out to the Associate Director).

Mentorship for Tenure Track Faculty

The tenure mentor is a faculty member who serves as an advisor to, and advocates for, the probationary tenure-track candidate (PTTC). Probationary tenure-track faculty are strongly encouraged, but not required, to select a senior tenure mentor (STM) or senior tenure mentor team (STMT). The STM/T are typically a member of the candidate's primary program or School and may be recommended to the PTTC by the Program Chair, Associate Director, or School Director. The primary decision regarding who will serve as STM/T is made by the PTTC and the identified STM/T (based on the STM/Ts agreement to serve in this role). Utilization of a single STM or a team of STMs will be based on discussion and rationale relative to the faculty mentoring plan, with approval by the Program Chair and Associate Director.

Faculty mentors provide advice and resources for mentees, as well as provide mentoring that is responsive to the range of needs of mentees. The general responsibilities of the STM/T include:

1. Informing the candidate of the professional expectations and level of performance required by the primary program and/or by the School, including the development and maintenance of a multiple-year portfolio in the development of the tenure review documentation
2. Advising the candidate regarding effort and success toward achieving professional goals with respect to assigned areas of responsibility
3. Serving as an advocate of the candidate during annual and mid-probationary reviews and final tenure review meetings
4. Serving as a professional resource for questions or concerns raised by the candidate about the operations of the program, the School, the College, and/or the University
5. If more than one mentor is utilized, the STM team will work collaboratively and consistently to best support the professional development of the mentee.

Recommended Touchpoints in the Faculty Mentoring Process:

1. Selection of the mentor(s) should be made by the conclusion of the PTTC mentee's first year in the School.
2. A mentoring plan will be completed by the end of the mentee's first year at the University and will be included in their first School annual review material; updates and modifications to the mentoring plan will be provided and reviewed during each annual review through tenure completion.
3. Meetings between the mentee-mentor(s) team will occur AT LEAST once per semester during each academic year.

4. The mentor(s) will be actively engaged and serve as an advocate(s) in the annual and mid-probationary reviews and final tenure review meetings for the mentee, providing direct and concrete feedback toward progress in professional development in all areas of responsibility.

Mentorship for Non-Tenure Track Faculty

The School of Human Sciences is committed to allocating resources and providing guidance that promotes the ongoing professional development of its new and existing Non-Tenure Track Faculty members. As such, the School of Human Sciences has adopted a formal mentorship program for Non-Tenure Track Faculty. New Non-Tenure Track faculty are encouraged, but not required to, select a senior Non-Tenure Track mentor or senior mentor team. Use of an individual mentor or team will be based on discussion and rationale in the faculty mentoring plan with approval by the Program Chair and Associate Director.

The goals of the mentoring program are to:

- Support and assist new faculty members with the transition to a new academic environment by assigning a faculty mentor as part of a broader network of support
- Provide guidance and mentorship that facilitates and supports Non-Tenure Track faculty through multiple aspects of career development, such as:
 - Teaching
 - Developing independent scholarship and creative work
 - Requirements for academic promotion
 - Career planning
 - Identifying strategies for success and advancement within the University, College, and School

The faculty mentor is to provide guidance to faculty mentees, while the School Director will retain ultimate responsibility for advising new faculty on matters pertaining to annual evaluations and promotion.

Recommendations for Non-Tenure Track Faculty Seeking Mentoring:

- A mentoring plan will be completed by the end of the mentee's first year at the University and will be included in their School annual review material; updates and modifications to the mentoring plan will be provided and reviewed during each annual review
- Meetings between the mentee and mentor will occur at least once per semester each academic year
- Selection of the mentor(s) should be made by the conclusion of the mentee's first year in the School

Changing Mentors

In cases of changing commitments, incompatibility, or where the mentoring relationship is not successful, either the mentee or STM/T should seek confidential advice from the Program Chair or Associate Director. It is important to realize that changes can and should be made without prejudice or fault. The mentee should be encouraged to seek out additional mentors or change the STM/T mentors or as the need arises.

Areas of Support for the Mentee

The following information is provided as a guide for each of the primary work areas for the professional development of the mentee:

Teaching Mentoring

Offer support in course design, pedagogy, student engagement, and assessment strategies.

- **Classroom Observations:** Mentors can observe mentees' teaching sessions and provide constructive feedback on their teaching methods, student engagement, and classroom management. This can be followed by a debriefing session to discuss observations and suggestions.
- **Teaching Workshops:** Encourage mentees to attend workshops on various aspects of teaching, such as curriculum design, assessment strategies, and incorporating technology in the classroom.
- **Student Feedback:** Encourage mentees to gather and reflect on student feedback to improve their teaching practices. Mentors can guide them on how to interpret feedback and implement changes effectively.

Research Mentoring

Provide guidance on grant writing and publishing.

- **Goal Setting:** Schedule consistent meetings to discuss research progress, troubleshoot challenges, and set realistic short-term and long-term goals. These meetings can help mentees stay on track and receive timely feedback.
- **Grant Writing:** Provide advice and feedback on grant writing, including identifying funding opportunities, crafting compelling proposals, and understanding the review process. Mentors can share their successful grant applications as examples.
- **Publishing:** Offer guidance on structuring and writing manuscripts and responding to reviewer comments. Share tips on crafting compelling abstracts, introductions, and discussions. Assist in identifying appropriate journals for their research.

Service Mentoring

Help faculty understand and contribute to University, professional, and community service opportunities.

- **Committee Assignments:** Introduce mentees to various service roles within the unit, School, College, and University. Provide insights into the workings of these committees and the expectations involved.
- **Professional Development:** Recommend workshops, seminars, and conferences focused on academic service and leadership. Mentors can guide mentees on how to get involved, such as presenting at conferences or taking on leadership roles.
- **Community Engagement:** Support mentees in identifying and participating in community service opportunities that align with their interests and expertise. This can enhance their sense of social responsibility and professional fulfillment.

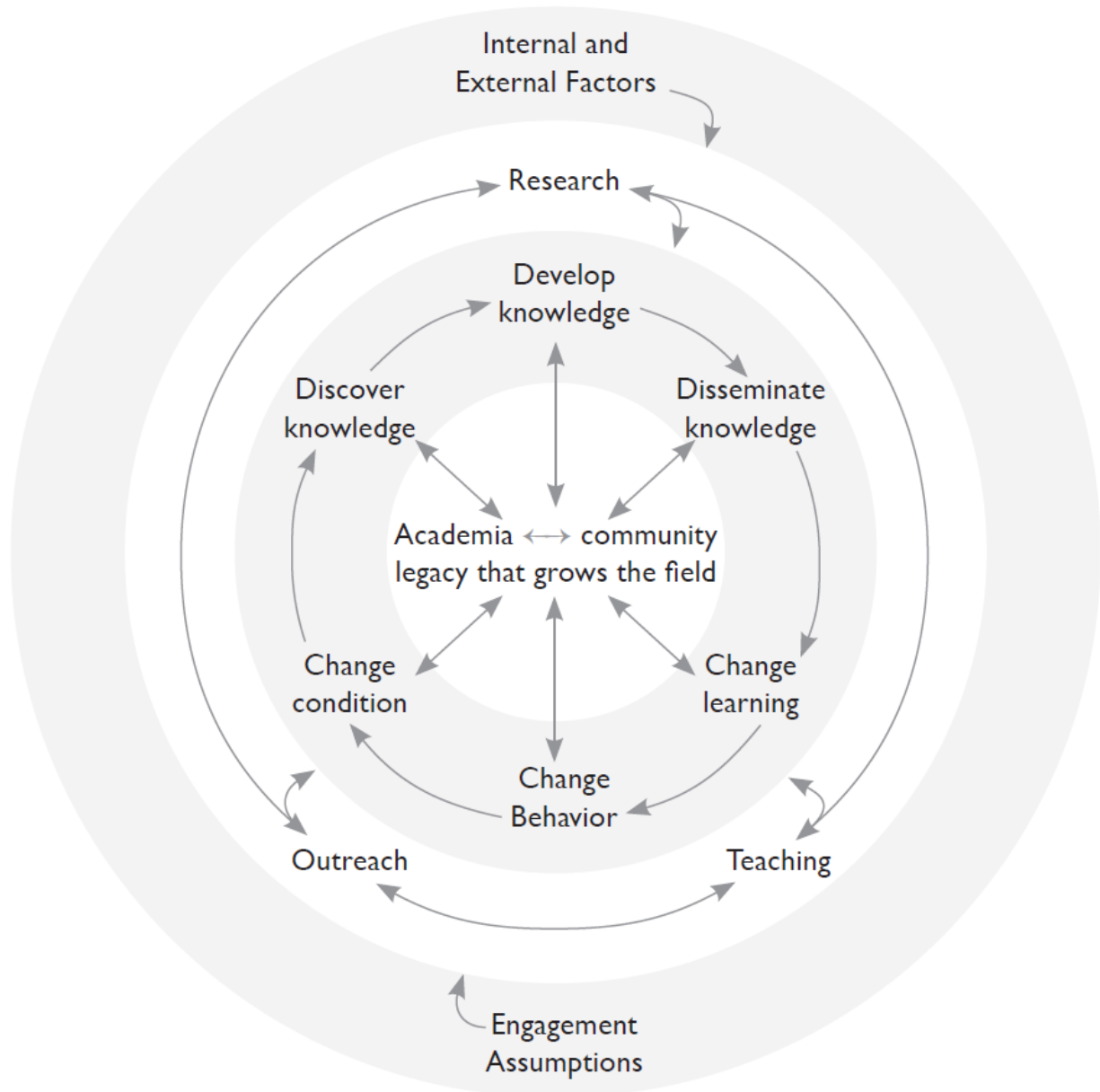
This document includes material from the following sources, which also serve as additional resources for faculty mentors and mentees, including sample mentoring plans and helpful mentoring guidelines:

- [Faculty Mentoring | Office of the Executive Vice President and Provost - The University of Iowa](#)
- [Faculty Mentor Program | Office of the Provost | Binghamton University](#)

- [Faculty Mentoring | Office of Faculty Advancement | Drexel University](#)

Appendix H: Franz Engaged Scholarship Model

Franz, N. (2009). A holistic model of engaged scholarship: Telling the story across higher education's missions. *Journal of Higher Education Outreach and Engagement*, 13(4), 31 – 50.



Appendix I: Post-Tenure Review Feedback and Recommendations Form

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

Items that support <i>Appropriate Contributions to the University:</i> <i>(Evaluation to be completed by School Director)</i>	Satisfactor y Performanc e	Need for a Development Plan	N/A
Instruction			
Administrative performance			
Engagement and outreach			
Service within the University			
Service outside the University			
Scholarly productivity			
Graduate student mentoring			
Adherence to the K-State principles of community			
Other:			

Description of needed improvement in any areas needing a development plan (completed by School Director).

Development plan: Recommended faculty member actions and recommended supports to be provided to help the faculty member succeed (completed by Faculty Development Committee in collaboration with faculty member under review)

Additional recommendations and comments from School Director (completed after development plan is submitted).

Signature of faculty member

Date

Signature of the School Director

Date