

**Department:**  
Eastern Kansas Research and Extension Centers

**College:**  
Agriculture

**Policy Statement Concerning:**  
**Personnel Review and Evaluation Standards/Procedures**

- Performance Evaluation Criteria
- Annual Evaluation

Approved by Faculty Vote: 12/20/2023

**NEXT REVIEW DATE: 12/2028**

  
\_\_\_\_\_  
Department Head's Signature

February 26, 2024

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dean's Signature

March 13, 2024

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Provost's Signature

3/13/2024

\_\_\_\_\_  
Date

## **Eastern Kansas Research and Extension Center: Faculty Performance Evaluation**

Charge: Section C and Appendix Q of the University Handbook (<http://www.k-state.edu/academicpersonnel/fhbook/>) state that faculty must be evaluated periodically for accountability, reappointment, and merit salary increases. The process of faculty evaluation is designed to ensure that personnel decisions are both reasonable and defensible. At Kansas State University, each department is responsible for establishing its own document of guidelines, criteria, and standards for faculty evaluation. The document must be approved mutually by a majority of faculty members in the department in consultation with the Department Head and Dean and be reviewed periodically, at least once every five years.

University Handbook Section C requires departments to establish criteria for tenure and promotion, professorial performance awards, and annual review. The tenure-track faculty in the Eastern Kansas Research and Extension Center are tenured and promoted via the criteria developed by the academic departments that align with their disciplinary area as assigned. This document covers the criteria for annual faculty performance review.

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Document: The purpose of this Faculty Performance Evaluation is to provide a uniform basis for the evaluation of annual performance of faculty located at the Kansas State University Eastern Research and Extension Center for use in deciding annual merit pay raises, appointment renewals, promotion of non-tenure track faculty, and individual career development. This evaluation document entails an achievement summary which includes the extension, research, teaching, and directed service accomplishments for the calendar year appropriate to the faculty member's current assignment, with some adjustments allowed. The tenths in extension, teaching, research, and directed service should be based on major areas of assignment but may include some adjustments based on current year activities. Directed service refers to administrative assignments such as research/extension center directors, and work that furthers the mission of and is directly related to the goals and objectives of the EKREC unit and the University, that requires academic credentials or special skills, and that is a part of a faculty member's explicit or understood assignment. Extension, research, and teaching are the main components of faculty appointments and all are recognized as critical activities to the overall land grant institution mission of Kansas State University, and this mission is better accomplished when conducted with interdisciplinary cooperation and collegiality. Therefore, all faculty members are also expected to have accomplishments in the non-directed service category. Faculty members should develop programs that align with their position responsibilities, client needs, and goals. The criteria of each category for which the faculty member has responsibility in addition to the non-directed service category are considered in decisions concerning annual review and merit pay. To facilitate annual

evaluation, faculty members with a tenure home in an academic department on Kansas State University's Manhattan campus or preparing packets for promotion and tenure may, with the agreement of the immediate supervisor, use the document format for promotion and tenure as the format for annual review.

Along with their designated faculty assignment, faculty members are expected to contribute to areas of non-directed service within the University and/or their profession. Faculty may provide leadership in the shared governance necessary for the operation of Kansas State University through departmental, college, and university level service. Faculty may also serve their profession by participating in professional societies in various capacities, reviewing manuscripts for journals and grant proposals for funding agencies, participating in grant review panels, program reviews, committee assignments, etc. Faculty may also represent the University and their profession by serving on public or community organization boards or committees. Such participation benefits the profession, and also reflects well on the candidate and Kansas State University in the scientific, professional, and general community. These forms of non-directed service will also provide a portion of the faculty member's annual achievement summary.

Overall performance is judged on whether the faculty member exceeds, meets, or fails to meet the minimum expectation. Merit pay distributions reflect the level of overall performance. A score in which a faculty member "fails to meet the minimum acceptable level of productivity" constitutes evidence of low achievement and invokes University Handbook section C31.5. This assumes the case of an established faculty member and no unusual circumstances. When faculty performance falls below the minimum level of productivity expected, the unit head will inform the individual and suggest a course of remedial action in writing. Response to the recommendations will be documented in subsequent evaluations. Failure to meet the minimum level of productivity expectation for two successive evaluations, or a total of three in any five-year period, constitutes chronic low achievement and grounds for pursuing dismissal for cause at the discretion of the Dean/Director. New faculty should be evaluated taking into account the time served in their current appointment, and low initial evaluation scores may reflect a short time period served in their current position. For merit purposes, faculty with under one year served should receive the average score of all faculty within the department, or the actual score of their evaluation weighted over a full year, whichever is greater. For faculty members on sabbatical leave or other leave for a significant portion of the year, the merit score is based on a consideration of both the merit score obtained for performance during the period they were engaged in university assignments and their mean merit score over the past three years. For faculty members on leave for the entire year, the merit score is the larger number of (1) the mean merit score of the faculty member for the previous three years or (2) the actual merit score determined using the regular criteria and standards but for work done while the faculty member was away from normal university assignments.

Levels of accomplishment in each category of the "Annual Faculty Performance Evaluation Document" (**AFPED**) are evaluated using a rating scale of 0 = Unacceptable to 100 = Exceptional. Ratings are

determined subjectively by the Head based on the performance for each criterion listed in a category, which are listed in the document. Some of the criteria used for evaluation are not applicable for all individuals. Moreover, some criteria may not be applicable for an individual for a specific year, whereas other criteria could receive more emphasis because of year-to-year needs of the department or constituents. Minimum numbers of outputs are not given as disciplines have different resources available and may have different expectations. The department head rates faculty on each applicable criterion and develops an overall rating score relative to the appointment for extension, research, teaching, directed service, and indirect service activities, as applicable. The overall rating score is then used to place faculty into one of four merit categories. To accomplish this, the Head uses the “Annual Faculty Performance Evaluation Document” to score the ‘Annual Faculty Achievement Summary’ (**AFAS**).

Based on the overall rating, the faculty member will be judged to have either “Exceeded Expectations”, “Meets Expectations”, “Fell Below Expectations, But Meets Minimum Level of Productivity”, or “Fell Below Minimum Level of Productivity”. The faculty member is given the opportunity to add their own written comments to the evaluation, which is signed by the faculty member and department head, and kept in the faculty member’s permanent file. The annual evaluation document shall be presented to the faculty member prior to an annual face to face meeting with the department head to discuss the contents and the evaluation, and shall be signed by both parties to acknowledge that the faculty member has reviewed the evaluation.

The Levels of Productivity ratings as determined from the AFPED scores are as follows:

- >80% - Exceeds Expectations
- 60-80% - Meets Expectations
- 40-60%- Fell Below Expectations but Meets Minimum Level of Productivity
- <40% - Fails to Meet the Minimum Acceptable Level of Productivity

For years in which merit pay raises are distributed, faculty with scores that fall into the ‘Meets Expectations’ and ‘Exceeds Expectations’ categories shall receive merit pay increases. All faculty within the ‘Meets Expectations’ merit rating shall receive a pay increase from 0.75X-1.25X, lowest to highest score respectively, with faculty in the ‘Exceeds Expectations’ category receiving a 1.75X-2.25X merit pay raise, lowest to highest score, respectively.

### **Completing the Annual Faculty Achievement Summary**

In December of each year, the department head notifies all faculty members to document personal achievements for review by the head. The calendar year will serve as the basis for the evaluation. Faculty members provide a summary of their annual activities for the past year to the department head shortly before the end of the calendar year. Faculty members will use the Annual Faculty Achievement Summary

to summarize their activities. The faculty member should state their tenths time effort for the year (totaled to 1.0) that reflects, but may not necessarily be identical to, their major appointment (i.e. faculty with a major assigned appointment in extension should have a major current year time effort reported in extension). All faculty will have a minimum required time effort of 0.05 in the category of Professional Development, and 0.15 in the category of Teamwork and Service Activities. Faculty may report greater time effort in Professional Development and Teamwork and Service Activities as long as the combined effort of those categories does not exceed the time effort reported for their major assigned appointment.

#### Executive Summary:

The document begins with an optional executive summary of the faculty member's time commitment percentages as approved with the head, including any directed service percentage, and significant accomplishments throughout the evaluation year. This summary should also provide a brief position description of the appointment. Faculty should use this space to provide information on important aspects of their appointment that may be unique to other appointments, provide highlights and significant impacts from their activities, and provide a focus for future work and time effort. These highlights could reflect important knowledge transfer to constituents, client meetings, significant publications, germplasm release, funds acquired or managed, etc. The executive summary is suggested to be no more than one page in length.

#### Extension Accomplishments:

Faculty members with extension appointments should develop an extension program in agreement with their position responsibilities, client needs, and extension goals. Effectiveness is evident when an extension program is respected by peers within and outside the university by its influence, use or adoption, and its originality. Faculty members with extension responsibilities must demonstrate a command of subject matter, continuous growth in the subject field, and an ability to create and maintain instructional environments to promote clientele/stakeholder learning. Faculty may write an overview of their extension program and contributions, and highlight activities, impact, and accomplishments if needed beyond the executive summary. Faculty without dedicated extension appointments may also list any extension related activities in this section.

Items suggested, but not limited to include, are the following:

- \*client, producer, or consumer presentations (including field days)
- \*meetings planned and organized
- \*local unit or regional trainings for agents and staff
- \*regional and/or statewide agent support (onboarding, specialty training, microcredentials, etc)

- \*Program Focus Team, Transdisciplinary Team, and program leadership
- \*mentoring or coaching agents and/or students
- \*leadership/Involvement
- \*resource development (Include any publications, newsletters, podcasts, graphics, website management, blogs, social media management, etc)
- \*client/producer consulting outside of formal meetings
- \*needs assessment and program evaluation
- \*media interviews

#### Research Accomplishments:

Faculty members with research appointments should demonstrate the potential of acquiring a state and national reputation for expertise within their discipline. Interdisciplinary, multi-institution research driven by clientele needs are valued. Research is demonstrated through original contributions that are appropriate to their chosen area of specialization and that are respected by peers within and outside the university. Research should have an on-going, extramurally-funded, and focused program reflective of both short-term and long-term strategies. Faculty should provide an overview of their research program and highlight activities, impacts, and accomplishments from the prior year. Direct comparisons of publication output should be cautioned since disciplines may differ in time and space to accumulate an acceptable level of experimental units to publish results, and faculty may not have the same time assigned to research in their respective appointments. Faculty with a smaller dedicated research appointment or with no research appointment may include research related activities in this section. Current year as well as the prior 2 years of significant research outputs and publications may be listed if the faculty member desires.

Items suggested, but not limited to include, are the following:

- \*published refereed journal articles
- \*books, book chapters, germplasm and variety releases
- \*university publications, patents, proceedings, and abstracts
- \*presentations at professional and other meetings
- \*undergraduate and graduate student training
- \*uncompensated consulting
- \*other important efforts to the research program
- \*media interviews

#### Teaching and Other Scholarly Activities:

Faculty in off-campus positions rarely have formal teaching assignments, but still may carry out some scholarly or instructional activities. Faculty should provide a summary of their teaching or instructional activities and highlight their accomplishments or efforts.

Items suggested, but not limited to include, are the following:

- \*listing of courses taught (credit hours)
- \*guest lectures
- \*students advised
- \*TEVAL scores (also include prior 2 years)
- \*student organizations or teams sponsored or coached
- \*other instructional or scholarly activity

#### Directed Service:

Some faculty may have a portion of their time effort included in directed service. Directed service refers to administrative assignments such as research/extension center directors, laboratory directors, and work that furthers the mission of and is directly related to the goals and objectives of the EKREC or WKREC unit and the University. These directed service assignments often require academic credentials or special skills, and are a part of a faculty member's explicit or understood assignment.

Items suggested, but not limited to include, are the following:

- \*directed service duties performed in formal assignment
- \*directed service performed through informal assignment

#### Fiscal Responsibilities:

Faculty should acquire grant funding or donations to help facilitate their extension or research programs. However, not all faculty require the same level of funding to achieve their programmatic goals. Basing scores of extramural funding solely on dollars received should also be cautioned as grant opportunities may differ by specialty area and political whim. Some faculty may not have extramural funding as a requirement for their respective program, however they may still have responsibility or oversight for budgeting or dispersal of significant funds. All funding and fiscal responsibility, whether extension or research based, should be included in this section.

Items suggested, but not limited to include, are the following:

- \*active extramural funds, sponsorships, and grants received

- \*grants applied for and not funded
- \*product or monetary donations
- \*fiscal responsibility for programmatic funds within the past year
- \*fees managed and budgeted

Professional Development:

Faculty should continually seek ways to improve personal, leadership, and intellectual skills. This development may occur in various ways. Faculty should provide a description of ways in which they sought professional development during the evaluation period.

Items suggested, but not limited to include, are the following:

- \*participation in certification programs
- \*leadership and specialty trainings
- \*conferences and workshops attended
- \*awards and recognition received
- \*other self-improvement activities

Teamwork, Partnerships, & Collaboration:

All faculty should demonstrate an ability to have collegial relationships with other departmental faculty and staff, to relate to national, state, or local agencies and industry groups, and to respond to stakeholder needs. Faculty should also establish a relationship with stakeholder clientele, industry, agency, and field extension faculty/staff as related to their general assigned responsibilities. Contributions made serving as an effective team mentor should also be recognized.

Items suggested, but not limited to include, are the following:

- \*areas of teamwork support
- \*collaboration or work with department members, agents, area specialists, state specialists, specialists from other departments, administration, and university staff
- \*collaboration with personnel or staff from other universities, external organizations, and industry or stakeholder partners
- \*faculty and staff mentoring

Summary of Service Activities:



Faculty members are expected to contribute to the shared governance necessary for the operation of Kansas State University. In addition to departmental, college, and university-level administrative service, faculty could also serve their respective profession by participating in professional societies in various capacities, reviewing manuscripts for journals, reviewing grant proposals for funding agencies, participating in grant review panels, program reviews, etc. Such participation benefits the profession, and also reflects on the standing of the faculty member in the scientific community. Faculty may also serve on public or community organization boards or committees as a result of their profession and appointment with the university. Faculty should include a description or list of their service activities and accomplishments within the university and professionally.

Items suggested, but not limited to include, are the following:

- \*participation and leadership of university committees or boards at the local, departmental, college, or university level
- \*participation and leadership of committees, coalitions, working groups, or boards at the local, regional, state, or national level as a function of university appointment
- \*professional society or industry committees and leadership roles if applicable for each
- \*reviews of manuscripts, grants, projects, and programs

Future Focus:

Faculty should have programmatic focus for their position, both short-term and long-term. Faculty should describe the short-term emphasis for their positions, based on current needs of the community, industry, and profession. Faculty should also project further into the future and plan for environmental, economic, and social factors that may influence their clientele and stakeholders. Faculty should list their short-term and long-term emphasis as discussion points for review with the department head.

**Eastern Kansas Research and Extension Center:  
Annual Faculty Achievement Summary**

**Brief Position Description and Explanation of Time Effort:** This evaluation document entails an achievement summary which includes the extension, research, teaching, and directed service accomplishments for the calendar year appropriate to the faculty member's current assignment, with some adjustments allowed. The tenths in extension, teaching, research, and directed service should be based on major areas of assignment but may include some adjustments based on current year activities.

Appointment: Extension \_\_\_\_\_ Research \_\_\_\_\_ Teaching \_\_\_\_\_ Directed Service \_\_\_\_\_

Current Year Time Effort: Extension \_\_\_\_\_ Research \_\_\_\_\_ Teaching \_\_\_\_\_ Directed Service \_\_\_\_\_

Professional Development (Minimum 0.05) \_\_\_\_\_ Teamwork and Service Activities (Minimum 0.15) \_\_\_\_\_

**Executive Summary (Optional):**

Please provide a brief summary highlighting your accomplishments for the year. Recommended to not exceed 1 page in length.

## **Extension Accomplishments**

Write an overview and highlight activities, impact, and accomplishments if not adequately represented in the executive summary.

Consider including: Client, producer, or consumer presentations (including field days), local unit or regional trainings for agents and staff, regional and/or statewide agent support (onboarding, specialty training, microcredentials, etc.), program leadership, meetings organized, mentoring, coaching, or training agents and/or graduate and undergraduate students, Program Focus Team and/or Transdisciplinary Team leadership/involvement, and/or resource development, needs assessment and program evaluation, media interviews. (Include any publications, website management, social media, blogs, newsletters, podcasts, graphics, etc.)

## **Research Accomplishments**

Write an overview and highlight activities, impact, and accomplishments if not adequately represented in the executive summary.

Consider including: Refereed journal publications (including prior 2 years), university publications, patents, germplasm releases, variety releases, other refereed publications, books and chapters, citable non-refereed publications, proceedings, abstracts, presentations (invited and/or volunteered), uncompensated consulting, graduate students (major advisor, committee member), resources developed (Include any publications, newsletters, podcasts, graphics, etc.), media interviews.

### **Scholarly Activities**

Write a summary of your major teaching or instructional activities and follow with a listing of accomplishments. Consider including: Courses taught (credit hours), guest lectures, students advised, TEVAL scores, student organizations sponsored, teams coached, or other instructional or scholarly activity.

### **Fiscal Responsibilities**

(Include any grants, sponsorships, donations, budget responsibilities, and/or other funding sources)

### **Directed Service**

(List or describe efforts toward assigned directed service)

### **Professional Development, Awards, & Recognition**

(Include certifications, awards, trainings, attended conferences)

### **Teamwork, Partnerships, & Collaboration**

Teamwork support and work with faculty, agents, area specialists, state specialists, specialists from other departments, administration, other external organizations, other state university staff.

### **Summary of Service Activities**

Write a description of service activities. Consider including: Any committee, coalition, or working group participation. Include leadership role if applicable for each. (Internal or external involvement on the local, regional, state, or national level).

### **Future Focus**

Please briefly include both short-term and long-term objectives.  
This section is not to be scored, but provides context and an opportunity for discussion.

You may include a copy of any Impact Reports, Making a Difference Report, or Success Stories if applicable with this evaluation.

# Example

## Eastern Kansas Research - Extension Center Annual Faculty Performance Evaluation Document, 2024

Name:	Position	Description	Current Year	Current Year
		FTE Tenths	Effort Tenths	Score
Assignment weights for evaluation:				
	Extension	1.00	0.80	0.60
	Research			0.00
	Teaching			0.00
	Directed Service			0.00
Professional Development (minimum 0.05)			0.05	0.03
Teamwork, Partnerships & Collaboration Summary of Service Activities (minimum 0.15)			0.15	0.11
<b>Total</b>		<b>1.00</b>	<b>1.00</b>	<b>0.74</b>

# Example

Last year of tenure promotion	
Current Rank	

Ratings		
>80 EE	Exceeds Expectations	Total Score
60- ME	Meets Expectations	73.8
40- BE	Below Expectations, but Meets	
<40 FMALP	Fails to Meet Minimum Acceptable	

<b>Extension:</b>	Total Points:	100
Outreach Events Organized and/or Presented Regional and/or Statewide Agent and Staff Support and Engagement Program Focus Team, Transdisciplinary Team, and Program Leadership Resources Developed Undergraduate/Graduate student training/advising Fiscal Responsibilities	Scored points:	75
	Section Score	0.75

<b>Research:</b>	Total Points:	100
Refereed publications/Books/Book Chapters/Germplasm-Variety Releases Other publications, presentations, abstracts or deliverables Graduate/Undergraduate research training/advising Uncompensated consulting and Extension Fiscal Responsibilities	Scored points:	0
	Section Score	0.00

<b>Teaching and other Scholarly Activities</b>	Total Points:	100
Courses taught, TEVAL scores, guest lectures Students advised Other student instructional involvement Fiscal Responsibilities	Scored points:	0
	Section Score	0.00

<b>Directed Service</b>	Total Points:	100
Assigned Deliverables Teamwork and engagement	Score	0
	Section Score	0.00

<b><u>Professional Development, Awards, &amp; Recognition:</u></b>	Total Points:	100	
	Certifications & Trainings		
	Attended Conferences		
Awards & Recognitions			Section Score
Scored Points:	50		0.50

<b><u>Teamwork, Partnerships, &amp; Collaboration:</u></b>	Total Points:	100	
	Collegiality - Interdisciplinary efforts across the university		
	Collaboration/Partnerships external to the university		
<b><u>Summary of Service Activities</u></b>			
University committees and working groups			
External committees and professional service			Section Score
Scored points:	75		0.75

Overall Score = (CYE Ext Tenths x Ext section Score) + (CYE Res Tenths x Res Section Score) + (CYE Teach Tenths x Teach Section Score) + (CYE Dir Serv tenths x Dir Serv Section score) + (CYE PDAR tenths x PDAR score) + (CYE (TPC + SSA) tenths x (TPC + SSA) score)

# Example