

# FOOD, NUTRITION, DIETETICS AND HEALTH

## COLLEGE OF HEALTH AND HUMAN SCIENCES

### KANSAS STATE UNIVERSITY

---

#### ANNUAL EVALUATION GUIDELINES:

##### WHICH INCLUDES

- CHRONIC LOW ACHIEVEMENT STANDARDS
- PROMOTION AND TENURE GUIDELINES

#### REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES\*:

##### WHICH INCLUDES

- CHRONIC LOW ACHIEVEMENT STATEMENT
- THE PROFESSORIAL PERFORMANCE AWARD

DATE OF VOTE FOR PROMOTION AND TENURE GUIDELINES: 3/23/2020

NEXT REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES: 3/23/2025

 Digitally signed by Tandalayo Kidd  
DN: cn=Tandalayo Kidd, o=Kansas State University,  
ou=Department of Food, Nutrition, Dietetics and  
Health, email=marfange@ksu.edu, c=US  
Date: 2020.06.02 10:48:35 -0500

Tandalayo Kidd, Department Head

Date Signed

 Digitally signed by John Buckwalter  
DN: cn=John Buckwalter, o=Kansas State University,  
ou=Dean, College of Health and Human Sciences,  
email=jbb3@ksu.edu, c=US  
Date: 2020.06.02 10:17:22 -0600

John Buckwalter, Dean

Date Signed



6/12/2020

Charles Taber, Provost and Senior Vice President

Date Signed

*\*As a requirement according to University Handbook policy, each academic department must develop department documents containing criteria, standards, and guidelines for promotion, tenure, reappointment, annual evaluation and merit salary allocation. Approval of these documents must be by a majority vote of the faculty members in the department, by the department head, by the dean concerned, and by the provost. In accordance with University Handbook policy, provision to review these documents must be 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.*

---



# FOOD, NUTRITION, DIETETICS AND HEALTH

## COLLEGE OF HEALTH AND HUMAN SCIENCES

### KANSAS STATE UNIVERSITY

---

#### MISSION STATEMENT

The overall goals of the department are to enhance our expertise in Athletic Training; Childhood Nutrition and Obesity; Dietetics and Food Service Management; Lifestyle Behaviors and Public Health; Nutrition Education; Sensory Analysis and Consumer Behavior.

#### FACULTY IDENTITY

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

There may be instances where faculty are not expected to participate in a specific area of professional activity (e.g., Extension faculty may not be expected to engage in regular classroom instruction). However, such expectations are not based on the funding source, but take into account the amount of time assigned to each area regardless of funding source regardless of whether that funding source is general funds, extension, grants or fees. For example, evaluation of faculty funded from general funds are not based solely on teaching, but also on assigned tenths in scholarly activity and service, which are required of all faculty members.

Multiple data sources for each area of evaluation are essential to faculty evaluation in order to provide various perspectives, compensate for rating errors unique to each method of evaluation, and to avoid a concentration on narrow performance objectives (Section C33 of the Kansas State *University Handbook*).



## Table of Contents

<b>MISSION STATEMENT</b> .....	<b>3</b>
<b>FACULTY IDENTITY</b> .....	<b>3</b>
<b>ANNUAL MERIT AND EVALUATION</b> .....	<b>7</b>
Performance Rating .....	7
Evaluation of Collegiality/Academic Citizenship Performance .....	7
<b>REAPPOINTMENT ACTIVITIES DOCUMENTED FOR, MIDTENURE, TENURE AND PROMOTION</b> .....	<b>9</b>
Responsibilities of Candidate and Department Head during the promotion process .....	9
Reappointment, Mid-Tenure, and Tenure Review .....	10
Option to withdraw .....	11
Transfers between Non-Tenure Track and Tenure-Track Appointments .....	11
Procedures for Appeal .....	11
External Evaluators Letters for Promotion to Associate and Full Professor .....	11
Candidate’s Mentor or Presenter .....	12
Criteria for Earning Tenure .....	12
Teaching .....	12
Research, Scholarship, Creative Activity, and Discovery (RSCAD) .....	14
Extension .....	16
Service .....	18
<b>PROFESSORIAL PERFORMANCE AWARDS</b> .....	<b>19</b>
<b>CHRONIC LOW ACHIEVEMENT AND MINIMUM PERFORMANCE STANDARDS</b> .....	<b>21</b>
Chronic Low Achievement .....	21
<b>POST-TENURE REVIEW</b> .....	<b>23</b>
Procedures .....	23
<b>PROFESSIONAL TITLES: NON-TENURE TRACK POSITIONS AND RANKS</b> .....	<b>25</b>
Non-Tenure Track Faculty Review Committee .....	25
<b>OVERALL EVALUATION: GOAL SETTING; MULTIPLE CRITERIA</b> .....	<b>26</b>
Annual Evaluation and Reappointment Processes and Criteria for Non-Tenure Track Faculty .....	26
Portfolio items to document achievements in the instruction section .....	26
Portfolio items to document achievements in research, scholarship, creative activity, and discovery (RSCAD) .....	26
Portfolio items to document achievements in extension .....	27
Portfolio items to document achievements in directed clinical service .....	27
Portfolio items to document achievements in non-directed service .....	27
Promotion Process for Non-Tenure Track Faculty .....	28
Transferring between Appointments .....	29

Instructional Faculty.....	30
General Criteria for Instructional Faculty.....	30
Academic Ranks for Instruction Faculty.....	30
Practice Faculty.....	31
General Criteria for Practice Faculty.....	31
Academic Ranks for Practice Faculty.....	31
Teaching Faculty.....	32
General Criteria for Teaching Faculty.....	32
Academic Ranks for Teaching Faculty.....	33
Research Faculty.....	33
Academic Ranks for Research Faculty.....	34
Extension Faculty.....	34
General Criteria for Extension Faculty.....	35
Academic Ranks for Extension Faculty.....	35
Clinical Faculty.....	36
General Criteria for Clinical Faculty.....	36
Academic Ranks for Clinical Faculty.....	37
<b>COLLEGIALLY / ACADEMIC CITIZENSHIP PERFORMANCE.....</b>	<b>39</b>
<b>APPENDICES.....</b>	<b>40</b>

## ANNUAL MERIT AND EVALUATION (C40-C48.3)

### Performance Rating

- Fallen below minimum acceptable levels of productivity
- Fallen below expectations but has met minimum acceptable levels of productivity
- Met expectations
- Exceeds expectations (C31.8 *University Handbook*)
- Greatly exceeds expectations (C31.5-C31.8 *University Handbook*)

The Department of Food, Nutrition, Dietetics and Health will use a rolling average of each faculty member's annual evaluation results for the three preceding years to determine relative merit salary increase recommendations so as to minimize inequities due to variable legislative actions from year to year. When funding is available for merit raises, faculty in their third year appointment may receive a merit salary increase based on an average of their evaluation scores for their first two years. Faculty in their second year appointment will receive a merit salary increase based on their evaluation score for their first year. First-year appointees will not have the opportunity for a merit salary adjustments review prior to the award of their second annual contract; therefore, they will be awarded a salary increase equal to the average increase for all departmental faculty members.

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

The following page contains some example calculations and ranking of faculty to illustrate how this system will work.

### Evaluation of Collegiality/Academic Citizenship Performance

In addition to being evaluated based on their appointment areas, faculty will also be evaluated on their collegiality/academic citizenship performance. Collegiality refers to the commitment and ability of a faculty member to work effectively and cooperatively with others in achieving the goals of the department, college, university, and profession. (C46.1 *University Handbook*)

"The University needs collegiality to function effectively, and units may wish to consider it in evaluation, either as a part of the more traditional areas or as a separate domain of achievement. Some faculty members' foster goodwill and harmony within a department, mentor colleagues, and generally contribute to the pursuit of common goals. Other individuals may display behavior that is highly disruptive to the department; as a result, collegiality and morale suffer." (Retrieved January 28, 2013 from <https://www.k-state.edu/provost/forms/EFE.pdf>)

**Academic citizenship** refers to the individual faculty member's willingness to

- a) Participate in program, departmental, and college events and meetings
- b) Fulfill obligations of self-governance within the department, for example participating in all faculty votes for which one is qualified
- c) Maintain confidentiality when required by university policy
- d) Work for the advancement of the unit, department, or college by volunteering to take on tasks and roles that may not benefit themselves, but benefit the whole.

When there is a need for unique talents or abilities and the individuals with them step forward to benefit the group through their effort, this is an act of academic citizenship. This form of academic citizenship is recognized and part of the criteria for reward.

**Teaching, RSCAD, Extension, Service, and Collegiality/Academic Citizenship are evaluated based on**

1. Promotion and tenure document stated annual expectations/criteria (C30.1-C30.8 *University Handbook*)
2. Achievement of objectives from prior year (Faculty Annual Evaluation and Expectation Form, Appendix A)
3. Percent time allocation
4. Collegiality/Academic Citizenship



## REAPPOINTMENT ACTIVITIES DOCUMENTED FOR, MIDTENURE, TENURE AND PROMOTION

### Responsibilities of Candidate and Department Head during the promotion process

The timeline for this process will be according to the calendar presented on the Provost's website.

- a) Responsibilities of Candidate:
  - i. Prepare a complete and detailed Curriculum Vitae
  - ii. Provide a portfolio that documents activities and achievements in instruction, research, and service, as appropriate based on effort distribution using the common KSU format required by the Provost for the promotion process.
- b) Responsibilities of the Department Head:
  - i. Every year, the department head will identify and contact all applicable faculty members eligible for promotion.
  - ii. Visits with potential candidates to reach a conclusion concerning the desirability and feasibility of consideration for promotion. Provides the written document containing the evaluation process to the candidates and requests from them the documentation that will be required to ensure a meaningful evaluation.
  - iii. Compiles recommendations, votes, and comments from the Review Committee.
  - iv. Develops recommendations for the dean.
  - v. Communicates with the Review Committee to discuss recommendations to be made to the dean that differ from the recommendations of the committee.
  - vi. Provides the candidate with a copy of the department head's letter of recommendation to the dean.
  - vii. Forwards the following to the dean: the department head's recommendation, the Review Committee letter and vote (if applicable), the transcribed, unedited comments of the faculty, and the candidate's credentials.

KSU policy indicates that if the faculty member is tenure-track, the first promotion and tenure are granted together if the faculty member is hired as an Assistant Professor. If the candidate is hired as an associate professor, tenure may or may not be granted without promotion if the candidate meets the guidelines for their current position, but does not meet guidelines for the position of Full Professor. **(NOTE: May also note that associate professors may not be granted tenure and thus are to comply with C82.3 University Handbook [the 5-year tenure process]).**

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

The review packet should only include items that pertain to the review period (other than the vitae, which includes a complete history of the candidate's credentials). If areas overlap with preceding years (e.g. continuing grants, extension programming), it should be made clear what was done during the period of the evaluation.

### **Reappointment, Mid-Tenure, and Tenure Review:**

The candidate submits his/her tenure and/or promotion file to the department head on or before the date specified by the Provost's Office. The department head will make these materials available for assessment by the eligible faculty in accordance with the Provost's calendar, or earlier for tenure and/or promotion. Re-appointments and the mid-tenure review are conducted in accordance with the time schedule specified by the Dean's Office on a yearly basis. For re-appointment and tenure and/or promotion, a vote of the eligible faculty is recorded with comments supporting their vote. However, for mid-tenure review, there is no vote, but faculty discuss and submit comments pertaining to the candidate's overall progress toward tenure and/or promotion. The requirements and documentation for both the annual reappointment review and the mid-tenure review are the same as for the tenure and promotion review discussed in this document. The annual reappointment review is directed primarily on the preceding 12-month period, since the previous review. The mid-tenure and tenure review are cumulative evaluations. It is recognized that the amount of accomplishments at the mid-tenure will not be as substantial as in the tenure evaluation year. Eligible faculty members will individually review the candidate's file, considering the department's criteria, standards, and guidelines for tenure and/or promotion. Eligible faculty members, at same rank or above, will meet as a group to review and discuss the candidate's application. Within five working days from that date, each eligible faculty member will submit a written ballot with their vote pertaining to reappointment and their written comments to the department head. At the close of the voting period, the department head will open the ballots and record the vote. As part of the shared governance process, voting faculty will submit their ballot and comments directly to the department head or identify themselves within their submitted ballot and comments, if a survey is used. The department's administrative assistant will account for every vote.

The department head independently evaluates the candidate's promotion/tenure document, the written recommendations of the eligible faculty, and the vote of the eligible faculty. The department head will then formulate an independent recommendation either supporting or failing to support promotion/tenure of the candidate. The department head will forward his/her written recommendation to the Dean of the College of Health and Human Sciences. The results of the faculty vote and a written summary of the written recommendations/comments will be transmitted to the candidate, and to the voting faculty. Any written comments or recommendations submitted by the individual faculty evaluators are confidential from the candidate and other individuals except for the College Dean, College's Promotion and Tenure Advisory Committee, Deans Council, Provost, and President and the University Faculty Grievance Board, if necessary. The candidate's tenure and/or promotion file, including unedited comments from departmental faculty are forwarded to the College's Promotion and Tenure Advisory Committee. The committee, in advising the dean, will base its recommendation exclusively on a comparison of the candidate's credentials with the criteria, standards, and guidelines of the candidate's

department. The committee will report its findings in writing to the dean. The committee's report must specifically contain a statement as to whether or not all applicable procedures have been followed.

The College Dean, after consulting with the Department Head and the College Promotion and Tenure Advisory Committee, and after discussing his/her recommendations with the Department Head and the College Promotion and Tenure Committee, will submit his/her written recommendation to the Deans Council. Recommendations and unedited written comments of the Department Head, the departmental faculty, and the College Promotion and Tenure Advisory Committee and the departmental tenure and/or promotion criterion documents will accompany the college dean's written recommendation to the Deans Council. The submittal will occur no sooner than seven calendar days following notification to the candidate of the College Dean's recommendations and the report of the College Promotion and Tenure Advisory Committee.

#### **Option to withdraw:**

Prior to forwarding the file and recommendations to the Deans Council, a candidate may withdraw from further consideration for tenure and/or promotion by submitting to the dean a written request for withdrawal. The request must be made no later than seven (7) days after the candidate receives written notification of the deans and College Promotion and Tenure Advisory Committee recommendations.

(C113.4 *University Handbook*)

#### **Transfers between Non-Tenure Track and Tenure-Track Appointments:**

Full-time tenure-track/tenured faculty members may apply to the Department Head for a one-time, one-way transfer to one of the appointment categories specified in *University Handbook* sections C12.1-12.5. A tenure-track faculty member must request the transfer prior to applying for tenure and promotion, and in any event must be made prior to, but no later than September 1, of the penultimate year of the probationary tenure-track appointment (C12.6). Transfer approval is determined by a vote of the Department faculty at equal or higher rank to the faculty member under consideration, and by recommendation of the Department Head. The College Dean must approve all transfers.

In the event that a committee member is under consideration for promotion, he/she will be excused from promotion-related deliberations for that academic year.

#### **Procedures for Appeal:**

The registering and hearing grievances process is available in Appendix G of the Faculty Handbook of Unclassified Affairs and University Compliance (<https://www.k-state.edu/provost/universityhb/fhxg.html>). The aggrieved person and their immediate, or one-level higher, supervisor should make every effort to resolve the issue prior to the filing of a formal grievance. An ombudsperson will be available for advice, counseling, and perhaps mediation during this phase of the issue resolution.

#### **External Evaluators Letters for Promotion to Associate and Full Professor:**

The Department of Food, Nutrition, Dietetics and Health requires external reviewer letters for promotion to Associate Professor or Full Professor. External reviewers are "Persons outside the university who are

recognized for excellence in the candidate's discipline or profession. They need not be other faculty members, but often are. The department head should provide each external evaluator with a written description of the candidate's responsibilities during the period being evaluated and pertinent materials from the candidate's file. Because outside reviewers are most likely to be familiar with and able to judge a candidate's Extension or research and other creative endeavors at a national or international level, and are likely to review only those areas of performance, this aspect should be recognized and the review weighted accordingly. The value of outside reviews depends on the appropriate choice of objective reviewers. Comments from a candidate's former major professor, postdoctoral mentor, or graduate school classmates are generally less persuasive and, as a rule, should be avoided. (C36.2 *University Handbook*) To provide a fair selection of outside reviewers, four names along with the justification for their selection will be provided by the candidate and four by the department head in consultation with the faculty with an equal number being asked from each list to review the candidate with the goal of receiving at least 3 letters. At least one will be solicited from the list provided by the candidate, and one from the list provided by the department. When appropriate, comments are solicited from students and other faculty members and department chairs/heads in the college or university.

During the process of review, candidates for promotion or tenure may not be evaluated by a family member or significant other university nepotism (C30.4 *University Handbook*; PPM Chapter 4095), or others with a clear conflict of interest. A candidate's former major professor also should recuse her/himself from the evaluation process, but may serve as the mentor or presenter.

#### **Candidate's Mentor or Presenter:**

The faculty member serving as the tenure mentor to the candidate (if one has been chosen) will provide an oral summary of the candidate's accomplishments to the tenure and promotion committee during the mid-probationary (also called mid-tenure) review and tenure meetings. If there is no tenure mentor, the candidate will select a tenured faculty member to present on his/her behalf. During the mid-probationary review, if there are instances when the tenured faculty and the Department Head are in conflict with respect to performance of a probationary faculty, the Department Head and the tenured faculty, including (if one has been chosen) the candidate's tenure mentor, will meet to resolve the differences. This is to ensure that probationary faculty members do not receive conflicting messages regarding their development as faculty members. In cases where differences cannot be resolved, the candidate should be informed of the differences.

#### **Criteria for Earning Tenure: (C70-C116.2 *University Handbook*)**

##### **Teaching:**

Teaching is a process; the expectation is that faculty will continuously improve teaching based on peer evaluation, student feedback, external stakeholder recommendations/requirements and professional development.

Teaching involves "efforts to assist undergraduate and graduate students in gaining knowledge, understanding, or proficiency; for example, planning and teaching courses, advising undergraduates, or supervising graduate students." Teaching is a multifaceted activity made up of five (5) components:

command of subject matter, classroom teaching, non-classroom instruction, teaching materials development, and course and curriculum development. Teaching is based on the faculty member's sound scholarship, continued intellectual growth, the ability to communicate effectively, concern for students as individuals, and academic integrity.

**Guidelines** – The faculty member with assigned teaching tenths will teach undergraduate and/or graduate courses. All members of the department with assigned teaching tenths are expected to assume a fair share of teaching responsibilities. This means teaching courses that contribute to degree programs and department revenue generation. For consideration to promotion and/or tenure to **Associate Professor**, the candidate will have taught assigned courses successfully.

Effective classroom teaching is expected and includes both course development and successful in-class, including distance education, teaching. The tenure and promotion committee will consider teaching effectiveness using three categories of evaluation, each with equal weight.

#### Student evaluations

- The TEVAL can be supplemented by additional diagnostic questions. Student evaluations are a measure of the immediate interaction of the teacher and students, not long-term effectiveness, and as such, the tenure and promotion committee will not consider them as the only measure of a candidate's teaching effectiveness. As a guideline, consistent raw scores representative of effective teaching are approximately 3.5 or higher on a 5-point scale. TEVAL completion rates are a factor of consideration in the student evaluations.
- Student comments on evaluations should be provided.

#### Student outcomes

- The candidate should provide grade distributions from courses, including percent completion rates for evaluations, to help the committee interpret the TEVAL scores to understand the course context better.

#### Material and Course Development

- Shows development of new ideas (including both new courses and new ideas for existing courses); updating current course content; and effective innovation regarding course materials, presentation style, creating/adapting/adopting open/alternative resources to replace textbooks and/or use of technology. The tenure and promotion committee will consider the candidate's teaching philosophy, syllabi, example projects and assignments, appropriate use of instructional technology, development of new courses, and major updates of course content as research information and policies develop. Peer evaluation by the promotion and tenure committee of materials submitted by the candidate shall be considered in assessing the candidate's teaching effectiveness.

#### Peer evaluations of instruction

- A minimum of one evaluation annually by either the Department Head or tenured faculty is required for tenure and **promotion to associate professor** and a minimum of two total evaluations by the department head or full professors is required for **promotion to full**

**professor**, regardless of the total number of courses taught. Peer evaluation by the department head and the faculty member's mentor, or selected tenured faculty member, will be conducted during year 1 for new non-tenured faculty for one class. The faculty member will have peer evaluations every year following, which can be completed by the department head, mentor, or other faculty in the department. It is recommended that at least one of these peer evaluations be completed by a tenured faculty member in a different discipline, within the department, to gain broader feedback and so that another tenured faculty member can potentially discuss teaching during discussion of the candidate. The purpose of the evaluations are to give feedback to the instructor quickly as to make improvements in addition to evaluation. Ideally, the evaluation is more than observing a class. The evaluation is to include teaching approach, class setup, organization etc.

- The evaluation may be in paragraph form, or a checklist may be used. In class, the evaluator should note information such as,
  - whether the instructor was punctual for class
  - if the instructor made efficient use of class time
  - if the instructor made objectives for the day clear
  - whether or not there was a sense of confusion on the part of students or instructors
  - the instructor's enthusiasm for the subject matter
  - student engagement
  - the appropriateness of content delivered
  - the use questions to stimulate the students critical thinking
  - other questions

If appropriate, the review should include helpful suggestions. The tenure and promotion committee must receive copies of the evaluation. It is the responsibility of the instructor to arrange for the peer and department head evaluations.

- Evaluating teaching by those outside the university:  
Faculty primarily involved in teaching (through any method or technology) who wish to advance to **full professor** – a primary determination of national/international reputation based on teaching requires that the individual show a sustained record of presentations on pedagogy (in-person or distance), published peer-reviewed documents, new technological innovations that reach wide audiences and enhance pedagogy in the area(s) of concentration.
- Advising, recruitment and retention of undergraduate and graduate students is an important responsibility of all faculty members. Expectations are for faculty members to act as direct links between the students and the University. The assumption is that faculty will assist individual students throughout their academic career with the expectation that all faculty are involved in formal or informal advising of undergraduate and/or graduate students.

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

Expectations are that all faculty will participate in activity that advances the scholarship of the profession. The type of scholarly activity will depend on the faculty member's appointment and may be in the form of research on disciplinary topics, educational pedagogy, or critical reviews and summaries that expand

knowledge and its application. This is part of every candidate's responsibilities and should be included in the assigned tenths from of every candidate who seeks promotion to associate professor with tenure or full professor. The expectation is that all candidates maintain an active, funded scholarly activity program that employs graduate students, results in peer-reviewed works, and provides active experiences for graduate students. To earn tenure, a candidate must display a productive and creative mind through published scholarly activity, or/and creative projects, to be judged for quality as well as for quantity and consistency. Most candidates should show convincing evidence of 1) continuous engagement in high quality scholarly activity that 2) leads to publication of original articles related to research in the discipline, its pedagogy, or its application, historical and current context, and future. When documented as part of the faculty's appointment, published research review articles may be more appropriate.

All faculty, regardless of appointment, should have demonstrated the ability to publish in refereed journals, including work conducted during the evaluation period. Candidates also should show the ability to secure extramural funding to support scholarly activity. In cases where funding from off-campus entities is not received, evidence of good-faith efforts to revise and resubmit or write new proposals must be demonstrated.

**Guidelines** – The faculty member should provide adequate and appropriate examples of their quality scholarly work that has occurred during their probationary period. While a consistent publication record is what candidates are building toward, the understanding is that in some cases candidates may publish more or less on an annual basis. Thus, the basis for the majority of a candidate's evaluation at the time of tenure review is on the total number and quality of peer reviewed journal articles.

#### **Extramural Funding**

- **For promotion to associate professor**, or for tenure, the candidate must establish a sustained and thriving scholarly activity program positioned to continue to compete for external funding. Extramural funding must be for the advancement of research, scholarship of teaching, or other scholarly activity.
- **For promotion to full professor**, the candidate must show evidence of a sustained and thriving research and scholarly activity program that has advanced to a higher level and shows that the candidate continues to compete for and garner external funding.
- Collaboration is encouraged, but the funding amount the faculty member actually receives or controls in each grant should be specified along with his/her contribution to the grant itself. Extramural funding received as a multiple Principal Investigator (PI) or major collaborator (which includes funding for the candidate's graduate students, equipment, or research costs) may substitute for individual grants as a PI.
- Although no minimum dollars are required for promotion, a key aspect will be whether the funding provides a sustained pattern of advancement of the faculty member's field such as support for graduate students, scientific contributions, purchase/donation of major equipment, salary support, and other areas of substantial financial contribution.

#### **Peer-Reviewed Publications**

- A listing of all publications in peer-reviewed journals. Faculty are encouraged to include information for each manuscript that would explain the strength of the scholarly work with the following information:



- Bold the candidate's name in each article citation and indicate whether they are the primary or corresponding author.
- Author contribution and brief description of role in the scholarly work described in the publication
- Impact Factor of the journal if available
- Article citation number if available
- Databases in which the journal is indexed
- Other information as believed to be supportive by the candidate such as number of views, downloads, faculty impact rank, h-index, i-index etc. can also be provided
- Separate lists of peer-reviewed proceedings, and book chapters should also be provided.
- **For promotion to associate professor**, or for tenure, the candidate must have published an appropriate number of high quality, impactful peer-reviewed publications consistent with his/her scholarly interests as evidence of outputs from his/her sustained and thriving research and scholarly activity program. The number will be lower for those with few or no actual "research" tenths and higher for those with more time designated for scholarly activity. Accordingly, the expectation is for the candidate to be the primary or corresponding author on a reasonable number of these publications as evidence of being a central contributor to these outputs.
- **For promotion to full professor**, the candidate must have published an appropriate number of high quality, impactful peer-reviewed publications consistent with his/her scholarly interests as evidence of outputs from his/her sustained and thriving research and scholarly activity program that has advanced to another level. Accordingly, the candidate is expected to be the primary or corresponding author on a considerable number of publications as evidence of being a central contributor to these outputs and to help show that a national/international reputation has been obtained.

### Graduate Students

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

### **Extension:**

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

**Guidelines** – The expectation is for faculty with extension specialist responsibilities to produce programs that are highly relevant, high quality and high impact for the chosen audiences, issues, decision problems, subject matter and educational methods.



**The candidate for Associate Professor** should demonstrate excellence in meeting professional responsibilities that generally require independent, interdependent and creative work in program management and operations. Expectations for candidates are to show noteworthy accomplishment in the following areas:

1. **Program Development:** Create or adapt programs that effectively incorporate research-based information into extension curricula that provides action oriented, results-based behavioral change using various educational technologies.
2. **Program impact assessment and outcomes:** Faculty need to conduct or participate in well-planned evaluations of program impact that may span a period of several years. Evaluation of a program needs to focus on impacts and outcomes that have made a measurable difference.
3. **Innovation:** Faculty should develop innovative intellectual work that contributes to knowledge in the discipline and has impact. Innovative work could include the willingness to try new concepts, develop pilot efforts or use creative approaches in program development, delivery or evaluation.
4. **Breadth of activities:** Show a breadth of activities related to goals associated with the job description and programming objectives. Activities should not stand alone but support a plan for achieving educational objectives.
5. **Leadership:** Extension faculty will be involved with the Program Focus Teams (PFTs) and actively participate in developing and providing professional development opportunities for K-State Research and Extension (KSRE) faculty and staff by contributing to goal setting, issue-driven program planning, developing educational materials, program delivery, and program evaluation.
6. **Teaching techniques and skills:** Faculty member must have the ability to translate accurately and appropriately, the science of food, nutrition, dietetics and health into relevant public health messages targeted to various audiences. Feedback to the faculty member and appropriate administrators from clientele and peers is useful and encouraged. Administrators/evaluators should personally observe faculty perform in an educational environment.
7. **Publications and Research Dissemination:** Publications should include bulletins, fact sheets, field day reports, refereed journal articles, books, book chapters, invited papers, presented papers, published abstracts, non-refereed journal articles, white papers, videos, slide sets, computer software, and emerging communication media.
8. **Grants and user fees support:** Expectations for faculty are to make a good faith effort to obtain outside support for program development, enhancement, and dissemination.
9. **Research should support an individual's overall extension program:** Research publications in appropriate/relevant outlets are strongly encouraged, as is participation in graduate student advising.

**For promotion to Full Professor**, the expectation is that the candidate have a national and/or international reputation and must demonstrate sustained excellence in Extension scholarship. The candidate should have a reputation as a "role model for Extension" among other Extension Specialists, or as a leader in multi-disciplinary collaborations. The candidate must have a record of continually

developing, updating, and adapting evidence-based programming that supports the mission of extension and land grant universities. The candidate must have received sustained funding (e.g. external grants) to support his or her Extension scholarship.

### Service:

Service is part of every candidate's responsibilities and should be included in the assigned tenths of every candidate who seeks promotion to associate professor with tenure or full professor.

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

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

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

### Non-directed service, three categories are:

- **Institutional service:** work that is essential to the operation of the university; Major examples include: recruiting and retention of students, contributing to the formulation of academic policy and programs, serving on the Faculty Senate, Graduate Council, and department, college or university committees, or acting as advisor to student organizations. Institutional service should foster a sense of collegiality. Faculty members should work to promote positive working relationships within the department, college, university.
- **Profession-based service:** provides leadership and service to the faculty member's profession or discipline. Major examples include holding office in a professional association, reviewing grants for external organization, or service on an editorial board of a professional journal.
- **Public service:** (efforts that are not directed service but that are the application of knowledge and expertise intended for the benefit of a non-academic audience). Examples include serving as an expert witness, developing programs and providing training, or providing consultation). (C6 *University Handbook*)

**Directed service** is all work besides teaching, research, extension that "furthers the mission of and is directly related to the goals and objectives of a unit and the university, which requires academic credentials or special skills, and that is a part of a faculty member's explicit assignment." (C5 *University Handbook*) Directed service often relates to services provided to clients of programs within the department (one example is the Center for Sensory Analysis and Consumer Behavior).

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

## PROFESSORIAL PERFORMANCE AWARDS

The following information would be added to the annual review document.

Professors who believe they meet the criteria for the Professorial Performance Award as given in section C49 of the *University Handbook* may choose to apply for the award at the same time they submit annual evaluation materials. (C49.4 *University Handbook*)

Applicants for the award must submit

- 1) A letter stating that the faculty is applying for this award. It should describe how they met the "sustained productivity" criteria in step 2 of the departmental process is described below
- 2) A full vitae for the faculty member
- 3) A document using the same structure as the annual performance review document that summarizes the faculty member's accomplishments over the past 6 years.

The required review based on C49 of the *University Handbook* serves as the basis for the departmental process.

1. The candidate must be a full-time professor and have been in rank at Kansas State University for at least six years since the last promotion or Professorial Performance Award. The candidate and the department head verify this step in the process.
2. The candidate must show evidence of sustained productivity in at least the last six years before the performance review. The basis of criteria for this step is on the annual review process. Candidates must submit a letter stating how they met these criteria, and the department head will certify it. The candidate must have received annual reviews of "meets expectations" or "exceeds expectations" in each area in which tenths are assigned. In addition, the candidate must have "exceeded expectations" in at least one major category of assignment (i.e., teaching, RSCAD, or extension) a minimum of four times in the past 6 years.
3. The department head will provide the required certification from step 2, along with the candidate's other application materials, to the department's Promotion and Tenure Committee at least one week before the promotion and tenure committee meets.
4. The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to professor according to the current approved departmental standards. To meet this criteria the department promotion and tenure committee, including associate professors and professors, will meet and discuss the candidate's file using the department's promotion guidelines for full professor as the review criteria (except that no outside evaluations shall be solicited nor shall be used in this review). After the discussion, members of the promotion and tenure committee have a one-week period in which to make written comments

and vote on the candidate's qualifications. The department head will prepare a written evaluation of the candidate's materials in terms of the criteria, standards, and guidelines established, along with a recommendation for or against the award. The Department Head's letter will summarize the comments and vote from the Tenure and Promotion Committee, and provide an independent judgment by the department head.

5. Each candidate for the award will have the opportunity to discuss the written evaluation and recommendation with the department head, and each candidate will sign a statement acknowledging the opportunity to review the evaluation. Within seven working days after the review and discussion, each candidate has the opportunity to submit written statements of unresolved differences regarding his or her evaluation to the department head and to the dean. A copy of the department head's written recommendation will be forwarded to the candidate. (C49.6 *University Handbook*)
6. The department head will submit the following items to the dean of our College:
  - a) A copy of the application materials used to determine qualification for the award
  - b) Documentation establishing that there was an opportunity for the candidate to examine the written evaluation and recommendation
  - c) Any written statements of unresolved differences concerning the evaluation
  - d) The candidate's supporting materials that served as the basis of adjudicating eligibility for the award
7. The Dean and Provost follow procedures outlined in sections C49.9-C49.14 in the *University Handbook*.

## CHRONIC LOW ACHIEVEMENT AND MINIMUM PERFORMANCE STANDARDS

All faculty members should demonstrate a competent level of instruction, research, extension, and/or service as assigned by the individual faculty member's appointment. The faculty member and the department head will annually agree upon the proportion of these activities in writing. The standards are congruent with those stated in the departmental promotion and tenure document and at the appropriate academic rank. In addition, it is the expectation that faculty members are to demonstrate collegiality and academic citizenship.

### **Chronic Low Achievement:**

Section C31.5 to C31.8 of the *University Handbook* provides guidelines for appropriate actions taken if a department head in consultation with departmental faculty determines that the performance of a tenured faculty member falls below the minimum acceptable standards. This document describes procedures that are internally required before the matter goes to the College Dean.

In order for a faculty member's overall performance rating to fall below the minimum, he/she must be deficient in one of the assigned areas for two consecutive evaluation periods: RSCAD, teaching, extension, service, and/or collegiality/academic citizenship.

If the department head determines that a faculty member "has fallen below minimum acceptable levels of productivity," the department head will provide a full written description of the area that fails to meet minimum levels of acceptable performance, and the level of performance that is expected. The faculty member must be permitted the opportunity to respond in writing for the record. Together, the department head and faculty member are to develop a plan of action designed to correct the alleged deficiencies. This may include re-allocation of assigned time or appointment tenths. This plan must include specific expectations that are to be met, and what new resources will be provided if resources are available at the time. The goal is to provide a plan of action that will allow the faculty member to meet expectations. If the faculty member does not agree with the department head's assessment of low achievement, he/she may request a peer review. The department head will appoint a committee of three tenured faculty members to review the faculty member's documentation in the area of perceived low achievement. The composition of the review committee should consist of faculty who have similar appointments. As an example, a person with an extension position should have at least one extension faculty member. If there are not enough departmental faculty, who have a similar appointment, then the department head may select similarly assigned faculty from other departments within the College of Health and Human Sciences. The committee may agree with the department head, the faculty member, or provide an alternative plan. In the event there is disagreement, the decision will be resolved by the dean.

An assessment regarding success in meeting minimum standards of performance (or progress towards this goal) will be provided to the faculty member by the department head in subsequent written annual evaluations. If the faculty member fails to progress towards acceptable performance the department head will provide a written assessment that includes the corrective plan of action and evaluation of the specific reason(s) for lack of progress.

Dismissal for cause will be allowed to progress to a full review by all tenured faculty if, in the judgment of the department head, a faculty member

1. has two successive evaluations or a total of three evaluations in any five-year period in which minimum standards are not met
2. if reasonable attempts to amend the faculty member's performance have failed
3. if additional attempts to improve the faculty member's performance are unlikely to be successful

Ultimately, the dean of the college makes the decision to dismiss a tenured faculty member for chronic low achievement. For an explanation of these procedures, see C31.5 through C31.8 of the *University Handbook*. If this decision is made, the faculty member will be given one more year of employment at Kansas State University. During this time, the faculty member may appeal the decision of the dean by following procedures specified in the *University Handbook*.

## POST-TENURE REVIEW

The purpose of post-tenure review at Kansas State University is to enhance the continued professional development of tenured faculty. The process intention is to encourage intellectual vitality and professional proficiency for all members of the faculty throughout their careers, so they may more effectively fulfill the mission of the university. The process design is to enhance public trust in the University by ensuring that the faculty community undertakes regular and rigorous efforts to hold all of its members accountable for high professional standards.

### Procedures:

The basis of the post-tenure review process is on the evaluation of the materials submitted for the previous six annual performance evaluations. Submission of additional materials is at the discretion of the faculty member and/or department head.

The department head will conduct a review of the submitted materials. The post-tenure review will assess the faculty member's strengths and areas for improvement to determine whether he/she is making appropriate contributions to the University, or whether additional plans or activities need to be developed.

The faculty member will be given a copy of the review, and a meeting between the faculty member and department head will take place to summarize the review, and this meeting will also allow the opportunity to discuss options for professional development, if deemed necessary during the review. The development plan will be utilized in future annual evaluations and post-tenure reviews to review progress toward any goals set in the plan.

For tenured faculty, the conduction of post-tenure review occurs every six years and shall conform to the timeline associated with the annual evaluation review as outlined in the *University Handbook*. The six-year post-tenure review clock shall be further defined to mean that post-tenure review will be conducted for all tenured faculty either every six years, or in the sixth year following promotion or awarding of a major university performance award. More specifically, the following events shall modify and reset the post-tenure review clock:

- Application for promotion to full professor
- Application for the Professorial Performance Award (*University Handbook C49*)
- Receipt of a substantial college, university, national or international award requiring multi-year portfolio-like documentation such as
  - University Distinguished Professor
  - University Distinguished Teaching Scholar
  - An endowed chair
  - Other nation/international awards

(See list of Faculty Awards – <http://www.k-state.edu/provost/resources/natlawards.html>)

Exceptions for Post-Tenure Review: If the faculty member has already been identified as not meeting minimum standards according to the department policies and procedures relating to chronic low achievement, that process will be considered to serve in lieu of post-tenure review. Those who have

formally announced their retirement through a written letter to the department/unit head, or have begun phased retirement, are exempt from post-tenure review.

The respective dean is to receive the outcomes of the review and review the materials to ensure the review is consistent with the criteria and procedures of the university and those established by the department and forwarded to the Provost. (Appendix W, *University Handbook*)



## PROFESSIONAL TITLES: NON-TENURE TRACK POSITIONS AND RANKS

The procedures for promotion in the non-tenure track instructor, professor of practice, teaching professor, research professor, extension professor, and clinical professor ranks are similar to the processes for promotion of tenure-track/tenured faculty in the *University Handbook* (see sections C110-C116.2 and C150-C156.2 *University Handbook*). The average time in rank interval prior to consideration for promotion is expected to be 5 years, although shorter and longer intervals are possible. The department head will solicit from each candidate a portfolio documenting activities and achievements in instruction (teaching and advising), service and outreach, research, extension, clinical duties depending on the assignment of the non-tenure-track faculty member.

### Non-Tenure Track Faculty Review Committee:

A committee to review the candidate's request and supporting materials will consist of faculty tenured and non-tenured faculty above their current faculty rank. Faculty (tenured and non-tenured) at a level above the entry-level rank (above assistant for most positions, instructor and professor of practice for those positions) will review candidates applying for promotion; and faculty at the highest rank (tenured and non-tenured) will review those applying for a promotion to the highest rank. The chair of the committee will be the faculty member representing the department on the college promotion and tenure advisory committee. The department head will assist the candidate to understand the standards for each rank and to guide the candidate's preparation of the materials, but the candidate is solely responsible for the materials presented for consideration.

The Department of Food, Nutrition, Dietetics and Health includes a number of positions and ranks for non-tenure track faculty (see Section C10-C12 in the *University Handbook*). These include:

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

Non-tenure-track faculty members, with primary responsibilities in teaching and advising students (for instructors, teaching professors, professors of practice), research (for research professors), extension service and research (for extension professors), clinical service (for clinical professors) maybe recruited, hired, and appointed into regular or term positions. The basis for an initial appointment rank and subsequent promotions in rank are on advanced degree(s) held, experience, performance, and achievements over time within a given rank.

## OVERALL EVALUATION: GOAL SETTING; MULTIPLE CRITERIA (C30.1-C39.1)

### Annual Evaluation and Reappointment Processes and Criteria for Non-Tenure Track Faculty:

Given differences in our practice areas and faculty responsibilities, the application of specific criteria for appointments, annual evaluation, and promotion will consider responsibilities outlined in the letter of appointment and modifications of these responsibilities as formally assigned by the department head.

### Portfolio items to document achievements in the instruction section (examples are):

- Syllabi of courses taught during the evaluation period;
- Descriptions of changes in course delivery from previous offerings;
- Copies of exams, quizzes, and problem sets showing the level of course materials;
- Notices of awards or special recognition for educational activities;
- Anecdotal information and student comments showing the impact of the instructional activities on student progress;
- Student advising (individual, groups, or teams);
- Documentation from service learning courses;
- Listing of dissertations, theses, and other evidence of scholarly achievements by students directed by the candidate (if s/he is a member of the graduate faculty);
- Listing of instructional grants active during the evaluation period, submitted or pending grant proposals that support instructional scholarly activities;
- Listing of publications and presentations related to instruction (including peer reviewed journal articles, books, etc.);
- Peer evaluations of classroom and additional instructional scholarly activities.
- Student evaluations of instructional activities, obtained in a manner, which is controlled for student motivation and other possible bias (e.g., TEVALs, IDEA);
- Other activities and achievements related to instruction.
- Portfolio items to document achievements in service/outreach/engagement
- Department, Division, College, University, national or societal service;
- External outreach activities to service learning partners, companies, or government entities;
- Professional reviewing activities of manuscripts, grants, or textbooks; service on funding agency panels;
- Editorial activities;
- Work with external organizations (for profit, not for profit, government, etc.);
- Other activities and achievements related to outreach or service.

### Portfolio items to document achievements in research, scholarship, creative activity, and discovery (RSCAD) (examples are):

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

- Platform or poster presentations at regional, national and international meetings;
- Seminars and invited symposium presentations;
- Patents submitted or obtained;
- Software developed;
- Listing of dissertations, theses, and other evidence of scholarly achievements by students directed by the candidate (if s/he is a member of the graduate faculty);
- Listing of grants active during the evaluation period, submitted or pending grant proposals to support research activities;
- Notices of awards or special recognition for research activities.
- Other activities and achievements related to research, creative activity, scholarship, and discovery.

**Portfolio items to document achievements in extension** (examples are):

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

**Portfolio items to document achievements in directed clinical service** (examples are):

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

**Portfolio items to document achievements in non-directed service** (examples are):

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

The candidate should include in the portfolio a listing of annual goals and objectives (C45.1 *University Handbook*) that will guide professional activities for the next five years. The portfolio goes to the respective review committee for evaluation, reappointment, and promotion recommendations submitted to the department head.

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

**For annual evaluation**, faculty will submit to the department head a dossier that documents performance in the areas of responsibilities assigned of the previous year. The basis for evaluation decisions related to annual evaluation of non-tenure track faculty are on the criteria and guidelines outlined for each area of responsibility that applies. (C60 *University Handbook*)

**For reappointment**, the department head will conduct the review in consultation with the appropriate program director, as appropriate (if the program has a designated program director). Withdrawal from this mandatory reappointment review will indicate that reappointment will not be granted.

#### **Promotion Process for Non-Tenure Track Faculty:**

The procedures for promotion for faculty in non-tenure track positions are similar to those for tenure-track faculty (C110-C116.2 and C150-C156.2 *University Handbook*). The expected average interval time in these ranks is about five years with longer and shorter intervals possible.

After consultation with program leaders and/or the department head, faculty in these non-tenure track positions must submit a request for promotion in rank to the department head by August 1 of the academic year in which they are applying for promotion. The review of candidate materials for promotion occur within their current track. (e.g., Extension Assistant Professors would be promoted to Extension Associate Professor). If the application for promotion is unsuccessful, candidates must wait two years to apply again. For example, if the first application date were, August 2022, the next application date would be August 2024.

The department head will assist candidates with this process, but it is the candidate's responsibility to submit satisfactorily, a completed dossier to the department head and the dean. The expectation is that the submitted dossier and materials include goals and objectives that guided professional activities. Our department non-tenure track faculty review committee will receive submitted materials for their review and evaluation. The materials include recommendations submitted to the department head and dean of the College of Health and Human Sciences. As part of the application materials, the faculty mentor will also include a summary (not more than one page) of the applicant's responsibilities and contributions to the unit during the evaluation period.

There may be instances where there is no expectation for non-tenure track faculty to participate in all aspects of professional activity – e.g. some may not conduct research, teach, or engage in Extension activities. Evaluation of applicants on the areas included in the review must account for the time amounts assigned to the category/area. Additionally, it is imperative that the basis of faculty evaluations include

multiple data points in order to provide a more thorough evaluation of the performance in the respective areas (Section C33 of *University Handbook*). The basis for evaluation decisions related to promotion of non-tenure track faculty are on the criteria and guidelines for each discipline and area of responsibility that applies.

The department review committee will review the candidate's promotion request and submitted materials. The committee will then submit a letter summarizing their recommendation, and rationale for their decision, to the department head. In cases of a split vote, the letter is to explain the basis of the differences with regard to the standards and criteria expected for the new rank for which the candidate seeks.

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

The Dean will approve or deny the request.

**Responsibilities of the Candidate:**

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

**Responsibilities of the Department Head:**

- Visit with potential candidates (non-tenure track faculty) to reach a conclusion about the desire and feasibility to consider promotion.
- Describe the procedures and processes for evaluation.
- Request the necessary documentation and materials required for submission.
- Provide a description of the candidate's responsibilities and tenths time to be included in the materials and documentation submitted.
- Incorporate the information from the recommendation of the department's review committee into their recommendation to the dean.
- Submit a recommendation to the dean – also shared with the department review committee. If recommendation differs from the review committee, rationale must be included. The candidate will also receive a copy of the recommendation letter to the dean.
- Forwarding all of the following to dean for review: department head's recommendation letter, the department review committee's recommendation letter and vote, and the candidate's application materials.

**Transferring between Appointments:**

[Full-time tenure-track/tenured faculty members may apply to the Department Head for a one-time, one-way transfer to one an appointment category (Sections C12.1, 12.3, 12.4, or 12.5 *University Handbook*), with special provisions for clinical track faculty (C12.2 *University Handbook*).]

## **Instructional Faculty:**

The primary responsibility for persons on these appointments will be instruction, although the offer letter must clearly define the entire set of expectations. Individuals in these positions are not required to hold the terminal degree appropriate to the discipline but should have a mix of academic and professional preparation. Instructors are not eligible for tenure and are not eligible to vote on matters of tenure or promotion for tenure-track faculty (C12.0 *University Handbook*). Awards for Instructor positions are as one-year, regular or term appointments. Awards for Advanced Instructor or Senior Instructor positions may be as one-year regular appointments, or as one-, two-, or three-year term appointments.

## **General Criteria for Instructional Faculty:**

Instructional faculty at Kansas State University are educators who have a background in their disciplinary area. The goal of these positions is to enhance the academic and professional development of students in support of the teaching and service missions of the institution. They are typically involved in classroom instruction, and may be involved in non-classroom instructional and curriculum-related activity; university, school/college committees; and local, state/regional, and national professional organizations. Because there is generally less time for the type of traditional research carried out by tenure-track faculty, the focus for scholarship of instructional faculty is usually on the scholarship of teaching and learning.

The primary responsibilities of faculty on instructional-track appointments are instruction of students. The distribution of effort for instructional-track faculty consists of a 55% to 100% appointment devoted to instruction.

## **Academic Ranks for Instruction Faculty:**

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

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

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

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

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

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

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

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

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

### **Practice Faculty:**

Appointments at the rank of professor of practice and senior professor of practice. The primary responsibility for persons on these appointments will be teaching, research, outreach and service, or some combination of these duties. The offer letter must clearly define the entire set of expectations. Persons appointed to these positions should have substantial nonacademic experience and credentials appropriate to the discipline. Individuals on these appointments are not eligible for tenure and are not eligible to vote on matters of tenure or promotion for tenure-track faculty. There is also no credit toward tenure for service in these positions (C12.3 *University Handbook*). Awards for Professor of practice positions are as one-year, regular or term contracts. Awards for Senior Professor of Practice positions may be as a one-year regular appointment or as one-, two-, or three-year term appointments.

### **General Criteria for Practice Faculty:**

Practice faculty at Kansas State University are educators who have substantial non-academic experience in their disciplinary field and credentials appropriate to the discipline. The goal of these positions is to enhance the academic and professional development of students in support of the teaching and service missions of the institution. They are typically involved in classroom instruction, and may be involved in non-classroom instructional and curriculum-related activity; university, school/college committees; and local, state/regional; and national professional organizations. Because there is generally less time for the type of traditional research carried out by tenure-track faculty, the focus for scholarship of practice faculty is usually on professional practice improvements, or advancement of teaching in the professional setting. They may, also, engage in various types of research projects that are directed toward advancing instruction, the profession; and/or practice.

The primary responsibilities of faculty on practice-track appointments are instruction of students. The distribution of effort for practice-track faculty consists of a 55% to 100% appointment devoted to instruction.

### **Academic Ranks for Practice Faculty:**

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

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

**Criteria:** The candidate must have: (1) Substantial non-academic experience in the disciplinary field and credentials appropriate to the discipline. (2) A current independent capability of teaching. (3) A potential for significant professional growth in the area of teaching. (4) Evidence



of a high level of competence in the content area and demonstrated promise of moving toward excellence in student instruction, student mentorship, scholarly activities, professional leadership, and practice/service/outreach as related to the profession.

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

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

**Criteria:** The candidate should demonstrate a sustained record of excellence in teaching and serve as an effective role model for colleagues, students, and clientele. An effective role model leads or guides others in pursuit of teaching excellence. The candidate should be recognized at the national/international level as an authority within his or her specialty based on demonstrated excellence in student instruction, student mentorship, scholarly activities, professional leadership, and practice/service/outreach as related to the position. In addition, the candidate should demonstrate superior performance and be recognized by students and peers as an outstanding educator in the discipline.

**Teaching Faculty:**

Appointments at the rank of teaching assistant professor, teaching associate professor, and teaching professor. The primary responsibility for persons on these appointments will be instruction, although the offer letter must clearly define the entire set of expectations. A component of the teaching appointment may include opportunity for scholarly achievement and service. Persons appointed to these positions will hold the terminal degree appropriate to the discipline. Individuals on these appointments are not eligible for tenure and are not eligible to vote on matters of tenure or promotion for tenure-track faculty. There is also no credit toward tenure for service in these positions (*C12.4 University Handbook*). Awards for Teaching Assistant Professor positions are as one-year, regular or term contracts. Awards for Teaching Associate Professor and Teaching Professor positions are as one-year regular appointments, or as one-, two-, or three-year term appointments.

**General Criteria for Teaching Faculty:**

Teaching faculty at Kansas State University are educators who have a background in their disciplinary area. The goal of these positions is to enhance the academic and professional development of students in support of the teaching and service missions of the institution. They are typically involved in classroom instruction, and may be involved in non-classroom instructional and curriculum-related activity; university, department school/college committees; and local, state/regional, and national professional organizations. Because there is generally less time for the type of traditional research carried out by tenure-track faculty, the focus for scholarship of teaching faculty is usually on the scholarship of teaching and learning.

The primary responsibilities of faculty on teaching-track appointments are instruction of students. The distribution of effort for teaching-track faculty consists of a 55% to 100% appointment devoted to instruction.



### Academic Ranks for Teaching Faculty:

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

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

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

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

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

**Criteria:** The candidate should demonstrate sustained excellence in teaching by demonstrating active engagement and high commitment to teaching. She or he must demonstrate a record of effective instruction and evidence of professional development in teaching (e.g., participating in the university peer review of teaching program, attending university teaching conferences). The candidate should also show evidence of being engaged in the scholarship of teaching and learning, which may be demonstrated by publications in appropriate venues, presentations at conferences, writing internal grants that promote teaching, and/or development of teaching materials, including books and innovative teaching technologies.

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

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

**Criteria:** The candidate should have maintained a sustained record of excellence in teaching and serve as an effective role model for colleagues, students, and clientele. An effective role model leads or guides others in pursuit of teaching excellence. In addition, the candidate should demonstrate superior performance and be recognized by students and peers as an outstanding educator in the discipline. The candidate should also be engaged in sustained scholarship of teaching and learning, demonstrated by publications in appropriate venues, presentations at conferences, writing external grants that promote teaching, development of teaching materials, including books and innovative teaching technologies. These efforts may include published scholarship in national refereed journals or other reputable sources with national or international stature.

### Research Faculty:

In certain cases, entering into ongoing relationships with personnel beyond the research associate level serve the university's best interests; these individuals will normally qualify for principal investigator status on proposals to external agencies if approved by the department head and the dean. The offer letter must clearly define the entire set of expectations. These appointments will be at the rank of research assistant professor, research associate professor, and research professor; individuals appointed to these positions should have research credentials consistent with those mandated for the comparable tenure-track rank in their disciplines. Individuals on these appointments are not eligible for tenure and are not eligible to vote on matters of tenure or promotion for tenure-track faculty. There is no offer of credit toward tenure in these positions. There is also no credit toward tenure for service in these positions (C12.1 *University*

*Handbook*). Awards for Research Assistant Professor Positions are as one-year, regular or term contracts. Awards for Research Associate Professor and Research Professor Positions are one-year regular appointments, or as one-, two-, or three-year term appointments.

### **Academic Ranks for Research Faculty:**

**A) Research Assistant Professor: the primary entry-level rank for research faculty at the University.**

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

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

**B) Research Associate Professor: the mid-career research faculty rank at the University.**

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

**Criteria:** The candidate should demonstrate excellence as a researcher and scholar, with evidence of contributing to the knowledge base of the chosen discipline at a national and/or international level. The expectation is that the faculty member maintain a coherent program of research and scholarship with clearly defined theoretical, empirical, and/or intervention oriented goals. It is also an expectation that the candidate, if appropriate, is to play a significant and clearly defined role in developing and/or maintaining a multi-disciplinary research program (on a local, national, or international scale). The candidate must have received internal grants and external grants to support his or her program of research.

**C) Research Professor: the highest research faculty rank at the university.**

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

**Criteria:** The candidate should demonstrate a sustained record of research, scholarship, and other creative endeavor recognized nationally or internationally. In addition, the candidate must provide evidence of serving as a role model for less senior faculty, for students, and for the profession. The expectation is that the faculty member maintains a coherent program of research and scholarship with clearly defined theoretical, empirical, and/or intervention-oriented goals. It is also an expectation that the candidate, if appropriate, is to play a significant and clearly defined role in developing and/or maintaining a multi-disciplinary research program (on a local, national, or international scale). In the case of a candidate for promotion to the rank of professor, the evaluating faculty will look for recent evidence of a sustained and high quality program of research with national or international impact. The candidate must have received significant external grants to support his or her program of research.

### **Extension Faculty:**

Appointments at the rank of extension assistant professor, extension associate professor, and extension professor. In certain cases, the university's best interests are served by entering into ongoing relationships with personnel beyond the Extension Associate level. The entire set of expectations must be clearly defined in the offer letter. Individuals appointed to these positions should have extension credentials consistent

with those mandated for the comparable tenure-track rank in their disciplines. Individuals on these appointments are not eligible for tenure and are not eligible to vote on matters of tenure or promotion for tenure-track faculty. Service in these positions is not credited toward tenure (C12.5 *University Handbook*). Extension assistant professor positions will be awarded as one-year, regular or term contracts. Extension associate professor and extension professor positions may be awarded as one-year regular appointments, or as one-, two-, or three-year term appointments.

### **General Criteria for Extension Faculty:**

Extension faculty at Kansas State University are faculty members who have credentials in their disciplinary area. The goal of these positions is to enhance the level of Extension activity in the department in the support of the outreach and engagement mission of the institution. They are typically involved in Extension activities, and may be involved in research or other creative endeavors; instruction; university, department/school/college committees; and local, state/regional, and national professional organizations.

The primary responsibilities of faculty on Extension-track appointments are Extension activities. The distribution of effort for Extension-track faculty consists of a 55% to 100% appointment devoted to Extension activities.

### **Academic Ranks for Extension Faculty:**

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

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

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

**B) Extension Associate Professor: the mid-career Extension faculty rank at the University.**

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

**Criteria:** The candidate should demonstrate excellence in Extension scholarship, concentrating in one or two areas that meet the needs of Kansas residents. The candidate demonstrates expertise and educational resources in these given areas that has the potential for national/international reputation for excellence. The candidate has communicated his or her Extension scholarship through nationally refereed articles, chapters in books published by reputable sources, reports, conference proceedings, or monographs that are of high quality, and that are available on K-State websites or through other appropriate regional and national avenues. The candidate must have received some level of grant support.

**C) Extension Professor: the highest Extension faculty rank at the University.**

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

**Criteria:** The candidate should demonstrate sustained excellence in Extension scholarship, concentrating in one or two areas that meet the needs of Kansas residents. The candidate

demonstrates expertise and national/international reputation for excellence. The candidate should have a reputation as a "role model for Extension" among other Extension Specialists, or as a leader in multi-disciplinary collaborations. The candidate has a record of sustained scholarly work published in national refereed or other reputable sources, reports, conference proceedings, or monographs that are of high quality, and that are available on K-State website or through other appropriate regional and national avenues. The candidate must have received significant external grants to support his or her Extension scholarship.

### **Clinical Faculty:**

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

Persons appointed to clinical assistant professor positions will receive annually renewable one-year contracts. Those persons appointed to clinical associate professor positions may receive renewable three-year contracts. Those persons appointed to clinical full professor positions may receive renewable five-year contracts. Notice of Non-reappointment for these appointments: require submission 12 months before the end of the contract. (C12.2 *University Handbook*).

### **General Criteria for Clinical Faculty:**

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

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

The primary responsibilities of faculty on clinical-track appointments are clinical service and clinical instruction of students. The distribution of effort for clinical-track faculty consists of a 55% to 100% appointment devoted to clinical service and clinical instruction.

## Academic Ranks for Clinical Faculty:

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

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

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

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

### B) **Clinical Associate Professor: the mid-career clinical faculty rank at the University.**

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

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

**Criteria:** The candidate should demonstrate sustained excellence in clinical competency and at minimum should hold recognition at the state/regional level as an authority within a practice specialty based on documented excellence in client care, student instruction, scholarly activities, professional leadership practice, and/or service as related to the position. The candidate should also show evidence of being engaged in the scholarship of clinical teaching and learning, which maybe demonstrated by publications in appropriate venues, presentations at local or state conferences, writing internal grants, and/or development of innovative clinical teaching methods.

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

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

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

**Criteria:** The candidate should have maintained a sustained record of excellence in clinical competency and evidence of national/international authority within a practice specialty based on documented excellence in client care, student instruction, scholarly activities, professional leadership, and practice/service as related to the position. The candidate should demonstrate superior performance and be recognized by students and peers as an outstanding educator in the discipline, and has a reputation as a "role model for clinical instruction" or has been a leader in multi-disciplinary collaborations. The candidate should also be engaged in sustained scholarship of clinical instruction, which may be demonstrated

by publications in appropriate venues, presentations at conferences, writing external grants, development of innovative teaching methods, and other creative endeavors. It is expected faculty at this level will provide direct service to accrediting bodies and/or serve as site reviewers for the accrediting organization.

## COLLEGIALITY / ACADEMIC CITIZENSHIP PERFORMANCE

In addition to being evaluated based on their appointment areas, faculty will also be evaluated on their collegiality/academic citizenship performance. Collegiality refers to the commitment and ability of a faculty member to work effectively and cooperatively with others in achieving the goals of the department, college, university, and profession.

“The University needs collegiality to function effectively, and units may wish to consider it in evaluation, either as a part of the more traditional areas or as a separate domain of achievement. Some faculty members’ foster goodwill and harmony within a department, mentor colleagues, and generally contribute to the pursuit of common goals. Other individuals may display behavior that is highly disruptive to the department; as a result, collegiality and morale suffer.”

(Retrieved November 20, 2019 from <https://www.k-state.edu/provost/forms/EFE.pdf>)

Academic citizenship refers to the individual faculty member’s willingness to:

- Participate in program, departmental, and college events and meetings
- Fulfill obligations of self-governance within the department, for example participating in all faculty votes for which one is qualified
- Maintain confidentiality when required by university policy
- Work for the advancement of the unit, department, or college by volunteering to take on tasks and roles that may not benefit themselves, but benefit the whole

Individuals with unique talents or abilities who step forward when there is a need for those talents or abilities to benefit the group through their effort reflect acts of academic citizenship; an act worthy of reward.

Likewise, contrary to academic citizenship, if faculty with unique and needed abilities do not step forward to benefit the group, the lack of academic citizenship can negatively affect their evaluation.

The expectation is that all faculty will demonstrate collegiality and academic citizenship.

## APPENDICES

---

APPENDIX A..... Faculty Annual Evaluation and Expectation Form

APPENDIX B ..... Summary of Annual Accomplishments

APPENDIX C ..... Objectives for Next Year

APPENDIX D..... Instruction

APPENDIX E..... Research, Scholarship, and other Creative Work

APPENDIX F..... Cooperative Extension

APPENDIX G..... Service

APPENDIX H..... Form-A: Peer Teaching Evaluation Form

APPENDIX I..... Form-B: Self-Assessment of Faculty Evaluated



## APPENDIX A

Department of Food, Nutrition, Dietetics and Health  
**FACULTY ANNUAL EVALUATION AND EXPECTATION FORM**

---

Name: \_\_\_\_\_

Year: \_\_\_\_\_

INSTRUCTIONS	Initials
The department head and faculty member will establish expectations at the beginning of each year (input from an Extension administrator may be requested as appropriate). At this time, both parties should initial in the right column. The distribution may be modified by mutual agreement during the year.	_____
At the end of the calendar year, the faculty member should complete this form, initial it, and give it to the Department Head. Faculty should refer to the departmental document for more detailed examples of activities for each category (i.e. instruction, research, extension, service). The faculty member may enter self-appraisal ratings below, if desired, in accordance with expected level of performance.	_____
The department head will review the documented faculty accomplishments. The Department Head will provide a written evaluation on a separate page (Department Head Evaluation) and evaluate performance using categories identified in the departmental document. The department head will provide the faculty member with an opportunity to review, discuss, and comment about the evaluation. Faculty should sign the Department Head Evaluation to indicate that they have read it. Faculty have seven working days, after the review and discussion with the department head, to submit written statements of unresolved differences regarding their evaluations.	_____

---

\* Full Annual Evaluation form is located on the next page

Department of Food, Nutrition, Dietetics and Health  
**FACULTY ANNUAL EVALUATION AND EXPECTATION FORM**

PERCENT TIME ALLOCATION				Exceeds Expectation	Meets Expectation	Below Expectation but meets minimum	Below Minimum Acceptable Levels
Budgeted	Expected						
	Spring	Summer	Fall				
	Spring	Summer	Fall				
	Spring	Summer	Fall				
	Spring	Summer	Fall				
	Spring	Summer	Fall				
	Spring	Summer	Fall				
	100%	100%	100%	Total			

\* Support categories should be used by faculty who do not have budgeted time in that major division.

Revised and approved by faculty in Food, Nutrition, Dietetics and Health.  
 (March 2020) This form is also on the network "W" drive in the FNDH folder.

## APPENDIX B

### SUMMARY OF ANNUAL ACCOMPLISHMENTS

---

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

---

## APPENDIX C

### OBJECTIVES FOR NEXT YEAR

---

**Instructions:** Provide a statement of your goals for the next year with respect to instruction, research, extension, service, and any other scholarly activity. Statement is limited to the space provided below.

---

## APPENDIX D

## INSTRUCTION

**Instructions:** Teaching involves the transmittal of knowledge and is based on sound scholarship, continued intellectual growth, the ability to communicate effectively, concern for students as individuals, and academic integrity. The College of Health and Human Science and the Department of Human Nutrition further define teaching as a multifaceted activity made up of five components: command of subject matter, classroom teaching, non-classroom instruction, teaching materials development, and course and curriculum development. Please provide a summary of instructional activity as listed below and at least two measures of instructional quality. Tenured faculty with classroom responsibilities shall have at least one course per year evaluated by the students in the course (for example TEVALs).

**Additional documentation submitted may include one or more of the following:**

- 1) peer evaluations
- 2) teaching portfolios, awards, course materials such as reading lists, syllabi, or examinations
- 3) special contributions to effective teaching for diverse student populations
- 4) preparation of innovative teaching materials or instructional techniques
- 5) special teaching activities outside the university
- 6) exit interviews or
- 7) Graduate interviews or surveys to obtain information about teaching effectiveness.

**Classroom Instruction:** (including Distance courses)

Semester	Course Number	Course Title	CR	Lab/Lec	No. of Students	
					UG	Grad
SPRING						
SUMMER						
FALL						

**Non-classroom Instruction.** For example practica, internships, special problems courses and other non-classroom teaching activities. This includes HN 499, 650, and 780 but may also include non-classroom teaching in other classes.

**Course and Curriculum Development.** Contributes to curriculum development and revision, develops a new course, incorporates new technologies with instruction, creates new general education courses.

**Academic Advising.** Advising load, availability to advisees, accuracy of information provided to students, counseling regarding career planning and professional development.

**Support to Instruction.** Identifies effort made in support of instruction even though responsibilities are not assigned in this area. An example is serving as guest lecturer for class.

## APPENDIX E

**RESEARCH, SCHOLARSHIP, AND OTHER CREATIVE WORK**

---

**Instructions:** The College of Human Ecology defines research as the generation of relevant information or knowledge, the analysis or synthesis of existing knowledge, and the application of knowledge to practical problems. Evidence includes research projects, grants, and contracts; refereed publications or competitions; research presentations or creative contributions; and recognition. The Department of Human Nutrition supports this definition. However all faculty on a tenure-track appointment should have demonstrated the ability to publish original research findings in refereed journals or other scholarly publications. Please provide a list of research, scholarship, and other creative activities as described below. Include items submitted but not yet published/presented.

---

**Refereed Publications or Competitions.** Includes refereed research publications; refereed extension publications and media materials; wins a juried regional or national competition; publishes in non-refereed sources such as research monographs, chapters in textbooks, lay publications, trade publications, numbered extension bulletins and media material; or develops patentable products or processes.

**Research Grants, Contracts, and Projects.** Conducts research and/or creative endeavors; writes research and grant proposals to apply for funding; receives funding for grants and contracts; administers research grants; participates in K-State Research and Extension Action Teams.

**Research Training/Mentoring.** Supervises and trains support staff and students (graduate or undergraduate) in research; mentors students, research associates, and junior faculty in research. Include/list your responsibilities as major professor or committee member for thesis/dissertation graduate students involved in research.

**Research Presentation or Creative Contributions.** Has research paper reviewed and accepted for presentation at professional conferences, presents research at workshops at a professional conference, develops laboratory procedures, computer software, or other technologies.

**Recognition and Awards.** (Demonstrated impact to the discipline) Works are cited by other researchers, receives prizes or awards for research/scholarly efforts, attains and/or retains membership on graduate faculty, develops a reputation for high quality research.

**Support to Research.** Identifies effort made in support of research even though responsibilities are not assigned in this area.

## APPENDIX F

## COOPERATIVE EXTENSION

---

**Instructions:** Provide a summary reflecting your cooperative extension activities for the evaluation period. The statement should include educational programs, resources and materials, training, program evaluation, mass media, presentations, interdisciplinary participation, and support to county, area, state, and national extension. Provide evidence of productivity, quality, creativity and originality. A separate list of extension publications (including those submitted but not yet, published), meetings, workshops, etc. may be provided.

---

**Publications and Resource Development.** (Video, web, and print) List instructional publications and other resources developed.

**Presentations to Extension and Other Professionals.** List training events and other presentations delivered to extension and other professional audiences.

**Presentations at Public Educational Events.** List presentations developed for public audiences.

**Training.** List training events developed and audience addressed.

**Program Evaluation.** What facets of local, state or national program evaluation development have you assisted or directed? List results of program evaluations.

**Mass Media Activities.** In what media (e.g., television, radio, print, social media) was your work featured? Did you take action to bring attention to a timely event or news item for an audience?

**Extension Collaborations and Communications.** List activities you participated in that support university, county, regional, state and/or national collaborations.

**Support to Extension.** Support category should be used by faculty who do not have budgeted time in Cooperative Extension.

## APPENDIX G

### SERVICE

---

**Instructions:** The Department of Human Nutrition considers service to be comprised of several components including professional activity, public, and institutional service. Please provide a statement of service contributions for each category below including committees on which you served.

---

**Department.** Service on departmental committees, advises/supports student interest group or other department organizations, assists or participates in department-sponsored activities, cultivates productive relationships with outside agencies, actively participates in recruitment/retention activities.

**College.** Service on college committees (e.g. Faculty Council, Open House), participates in alumni activities, fund-raising for college, supports other college activities.

**University.** Holds a major university office or serves on faculty senate, university committee or task force, or member or chair on graduate council.

**Public/Community.** Implements a project to enhance community. Gives talks/lectures/workshop to public on area of expertise. Serves as a resource/gives interviews for media. Holds office in or provides service for a community organization or service club. This category does not include responsibilities classified as extension.

**Professional Service.** Holds office in a state, regional, or national organization, or serves as a committee member for professional organization. Serves on editorial boards or services such as SNE, ADA, or IFT. Peer reviewers of articles/manuscripts/proposals/textbooks/CD-Roms, etc. Serves as a professional consultant to public or private organizations, collaborates in efforts with outside agencies.

**Directed Service.** Administration and activities related to instructional research/service performed for a fee as part of university activities (e.g., Sensory Analysis Center).

**Professional Development.** Maintains or enhances professional subject matter credibility/competence through professional development activities related to teaching, research, and extension, or other experiences that enhance performance. A separate list may be provided.

**Professional Recognition.** Includes institutional, state, regional and national recognition/awards for teaching, extension, or public service.



## APPENDIX H

## FORM A

## PEER TEACHING EVALUATION FORM

Name of Instructor Evaluated: \_\_\_\_\_

Date Evaluated: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

Course Number: \_\_\_\_\_

Title of Course: \_\_\_\_\_

Day(s) &amp; Time of the Course: \_\_\_\_\_

Approximate Number in Class  
the day of evaluation: \_\_\_\_\_ <25      \_\_\_\_\_ 25-70      \_\_\_\_\_ >70

Was the day's plan lecture, discussion, or small group oriented or was it a mix?

**Directions to the Evaluator:** As a peer evaluator of your colleague, keep in mind that this is an evaluation and not a recommendation. The intent of the evaluation is to provide professional feedback by you, a peer, to the instructor to help develop the faculty's full potential as an outstanding instructor. The evaluator should point out what the instructor is doing very well so as to encourage and continue certain practices. At the same time, the evaluator needs to make recommendations that are helpful in improvement.

Below are some questions that will help you assess the teaching effectiveness:

1. Was the instructor on time for class?      Yes \_\_\_\_\_      No \_\_\_\_\_

2. Was time spent efficiently?

3. Were the objective for the day's activities made clear?

Yes \_\_\_\_\_      No \_\_\_\_\_      Vague \_\_\_\_\_

Explain if needed:

4. Did the instructor use questions of students to stimulate critical thinking?

5. Did students ask questions and did their questions appear to be answered?
6. Did the information and structure of the class appear orderly and planned?
7. Does the rater sense any confusion on the part of the instructor or the students?
8. Was the content delivery appropriate for the level of the class?
9. Did the instructor demonstrate enthusiasm for the subject matter?
10. If there were small group discussions, did they appear effective, organized, and contribute to the learning of the material?
11. Were visual aids presented, use of the board, use of other teaching tools and technologies?  
(specify)
12. Other issues or observations of note:

**OVERALL SUMMARY OF EFFECTIVENESS AND SUGGESTIONS:**





