

# KINESIOLOGY

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## Department

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## COLLEGE OF HEALTH AND HUMAN SCIENCES

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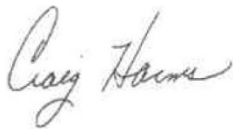
## College

### Policy Statement Concerning:

#### Personnel Review and Evaluation Standards/Procedures

- Performance Evaluation Criteria 11/13/2015
- Annual Evaluation 11/13/2015
- Reappointment Evaluation for: 11/13/2015
  - Annual Reappointment Reviews
  - Mid-Tenure Review
- Tenure 11/15/2-15
- Promotion 11/15/2015
- Professorial Performance Award 11/15/2015
- Chronic Low Achievement 11/15/2015
- Post-Tenure Review 11/15/2015
- Non-Tenure Track Faculty Titles 10/26/2020

**NEXT REVIEW DATE:** \_\_\_\_\_



Craig Harms, Department Head

10/28/2020

Date Signed



John Buckwalter, Dean

10.29.20

Date Signed



Charles Taber, Provost and Senior Vice President

11/9/2020

Date Signed

**DEPARTMENT OF KINESIOLOGY**

**ANNUAL EVALUATION GUIDELINES  
(Approved by Faculty Vote on 11/13/15)**

**PROMOTION AND TENURE GUIDELINES  
(Approved by Faculty Vote on 11/13/15)**

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES \*(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): **November 2020**

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES\*: **November 2020**

**Craig Harms, Department Head Date  
signed: 11/16/2015**

**John Buckwalter Dean  
Date signed:**

**April C. Mason, Provost and Senior Vice President  
Date signed:**

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

**PROCEDURES AND PROCESSES  
KANSAS STATE UNIVERSITY  
Department of Kinesiology**

**ANNUAL EVALUATION GUIDELINES**

(Approved by Faculty Vote on November 3, 2006)  
(Revised by Faculty Vote on November 12, 2010)  
(Revised by Faculty Vote on November 13, 2015)

**PROMOTION AND TENURE GUIDELINES**

(Approved by Faculty Vote on November 3, 2006)  
(Revised by Faculty Vote on November 12, 2010)  
(Revised by Faculty Vote on November 13, 2015)

**Craig Harms, Head Date signed:  
11/16/2015**

**John Buckwalter, Dean  
Date signed:**

**April C. Mason, Provost Date  
signed:**

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**DEPARTMENT OF KINESIOLOGY**  
**COLLEGE OF HEALTH AND HUMAN SCIENCES**  
**KANSAS STATE UNIVERSITY**

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**I. DEPARTMENT MISSION STATEMENT AND PROGRAM OBJECTIVES**

**A. MISSION STATEMENT**

Kinesiology integrates perspectives on physical activity drawn from a number of domains to form its own unique body of knowledge. This life science discipline emphasizes breadth and depth of content, scientific methodology, and rational intellectualism for lifelong learning, thinking, and action. The Department of Kinesiology mission is the study and application of physical activity for optimal health.

**B. PROGRAM OBJECTIVES**

At the center of the Department's mission is life science, both in the disseminating of and contributions toward, the body of knowledge in Kinesiology. In accordance with this mission, the Department aims:

- To deliver a strong Kinesiology major grounded in scientific method, at both the undergraduate and master's levels.
- To deliver life science foundation courses in Kinesiology for the general student body at KSU.
- To make scholarly contributions to the Kinesiology body of knowledge. Research should be supported through extramural funds whenever possible.
- To disseminate and promote the Kinesiology body of knowledge to professional and lay communities.

To accomplish its mission, the Department of Kinesiology endeavors to achieve the following programmatic objectives:

**1. Kinesiology Curriculum Objectives**

Contributions to the development and teaching excellence of high-quality undergraduate and graduate liberal arts courses that further understandings of physical activity from a number of domains. Objectives should include, but are not limited to:

**1.1. Kinesiology Faculty should continue to provide undergraduate instruction and advising:**

- i. Activity
  - Large core course lecture classes, which, when possible, use the lecture, laboratory/recitation/discussion session format.
  - Upper-level courses conducted through small classes: seminar, recitation, or laboratory classes, or through combination of lecture and seminar/laboratory class.

- A senior “capstone” seminar course or independent study experience requiring that students synthesize and apply knowledge drawn from the various domains.
- Advise students on departmental matters.
- Place undergraduates in graduate and professional schools.
- Encourage students needing additional assistance to seek it through appropriate university facilities (i.e. Student Services).

ii. Quality

- Teach students to develop critical thinking, writing, and reading skills through their command of the subject matter.
- Provide well-constructed syllabi and appropriate handouts.
- Use tests innovatively as learning devices, which require both lower-level knowledge of the subject matter and higher-level analytical ability for application.
- Encourage extensive outside reading of the most current research published in scholarly journals.
- Facilitate students gaining experience-researching assignments through appropriate venues, i.e. through electronic search engines, library and/or laboratory.
- Develop and use innovative and high-technology instructional mediums.
- Use student evaluations to improve teaching effectiveness.
- Recruitment and retention of undergraduates in Kinesiology major.
- Seek growth, maturity, and improvement from students, while motivating students to excel.
- Be available to students.

**1.2. Kinesiology Faculty should continue to provide graduate instruction and advising:**

i. Activity

- Faculty membership on Graduate Faculty.
- Instruction of graduate courses in areas of expertise.
- Serve as major professor, serve on department graduate committees, and serve on University graduate committees.
- Conduct classes using the laboratory or seminar format emphasizing research.
- Provide graduate independent study experiences requiring research.
- Serve as an academic and professional mentor for students.

ii. Quality

- Through teaching and advising seek growth, maturity, and improvement from students, while motivating them to excel.
- Train students to be intellectually self-reliant, and self-motivated in research.
- Be available to advisees and students well beyond minimum expectations.
- Promote graduate student publishing and presenting of research in scholarly journals and through scholarly societies.
- Refer students to, and locate them in graduate programs and professional schools.

## **2. Liberal Arts Foundation Objectives**

The Department of Kinesiology should continue to contribute to the development and teaching excellence of high-quality undergraduate and graduate liberal arts foundation courses for the university. Objectives should include, but are not limited to:

### **2.1. Courses in Kinesiology should undertake, or continue to provide:**

- Undergraduate core courses which fulfill College of Human Ecology general requirements for Overlays (Humanities, Natural and Social Sciences, International Studies), and when possible courses which are Culturally Diverse.
- Upper-level Honors Program classes.
- Cross-listed courses with other departments both within Human Ecology and throughout the University.

## **3. Research and Scholarly Objectives**

The Department of Kinesiology should continue to encourage faculty contributions to creating or enhancing the body of knowledge recognized by professional colleagues in the discipline through well-focused and extramurally-supported research programs. Objectives should include, but are not limited to:

### **3.1 Faculty should continue to provide:**

#### **i. Research Activity**

- Research publications in leading national/international refereed journals, scholarly books, or monographs published by university and scholarly presses.
- Research publications in conference proceedings, and in non-refereed but widely recognized journals.
- Editorial board service for scholarly journals.
- Reviewing for refereed journals and scholarly societies.
- Invited or refereed papers at national and international meetings.
- Editing scholarly research collections.

#### **ii. Research Quality and/or Importance**

- Receiving major awards such as fellowships, citations, or research/writing awards for research by a scholarly institution.
- Receiving extramural funding support for research scholarly, and teaching activities at a level that is recognized by professional colleagues as being appropriate
- Publishing in scholarly research journals, such as those listed in [PubMed](#).
- Invited research presentations or distinguished lectures given to international and national scholarly societies.

## **4. Professional Service Objectives**

The Department of Kinesiology shall continue to encourage the dissemination and promotion of the Kinesiology body of knowledge to professional and lay communities, and to promote an understanding of the necessity of physical activity for an individual's physical and psychological health. Objectives should include, but are not limited to:



#### **4.1 K-State Activity**

To encourage and strengthen the Department's role and function within the College of Human Ecology, and to promote the presence of the Department of Kinesiology within the academic life of the Institution, Kinesiology Faculty shall continue to:

- Sit as officers of active members of the KSU academic community, such as on the Faculty Senate.
- Participate in committees and task forces for the University, College of Human Ecology, and the Department.
- Advise student organizations.
- Assume administrative roles within the University, the College, and the Department.
- Serve as mentors for junior faculty.

#### **4.2 Other Activity**

To encourage the dissemination and promotion of the Kinesiology body of knowledge to disciplinary and Kinesiology professional communities, Faculty shall continue to:

- Hold positions such as Officer or Committee member, in the administration of international, national, regional, and state professional organizations. Act as Program Chair, or Committee Chair for international, national, regional, or state professional organization meetings.
- Sit on ad-hoc or standing committees for professional organizations.

#### **4.3 Public Service Activity**

To extend the Kinesiology body of knowledge to the public, and to promote an understanding of the necessity of physical activity for an individual's physical and psychological health, Faculty shall continue to:

- Conduct or participate in workshops, clinics, lectures, and seminars to inform public health physical activity policy and programs.
- Consult with, or act in an advisory capacity for schools and other institutions, the state, public, or private agencies, committees, and business on matters of professional and disciplinary concern.
- Hold executive offices in community agencies which promote physical activity and psychological health, or which are otherwise related to Faculty expertise.

## II. ANNUAL MERIT EVALUATION

The annual merit evaluation evaluates each faculty member's contribution to the Department's Mission and Program Objectives (See Part I). In developing the procedures for annual merit evaluation, reappointment, tenure, and promotion, guidelines provided in the [Kansas State University Handbook](#) were followed.

### A. STANDARDS FOR ANNUAL MERIT EVALUATION

Each full-time faculty member's annual evaluation by the department head is based on the Distribution of Effort and Evaluation Form (Appendix A, Form 1). The distribution must include responsibilities in three area categories that contribute to the mission and objectives of the Department: (A) Teaching Effectiveness and Advising, (B) Research/Scholarly Activity, and (C) Professional Activity and Service, and a percentage score reflecting an appropriate distribution of time. In some cases, faculty will be assigned additional special service responsibilities (e.g., Graduate Coordinator, Undergraduate Coordinator, Lab Coordinator, and Course Coordinator). These activities fall under the service category.

Activities contributing to the performance in each area listed in the Department Mission Statement and Program Objectives and Faculty Distribution of Effort and Evaluation Form.

The following four level rating scale will be used to evaluate faculty performance within each area and overall.

#### I. Below Minimal-Acceptable Levels of Productivity

Fallen below "minimum-acceptable levels of productivity", with the "minimum-acceptable levels of productivity" referring to the minimum standards called for in the KSU University Handbook C31.5. This rating characterizes the faculty member who is not "getting the job done overall." It would be expected that no faculty member receives this rating in any of the areas.

#### II. Minimum-Acceptable Level of Productivity

Fallen below expectations but has met "minimum-acceptable levels of productivity." This rating characterizes the faculty member who is just barely "getting the job done" in a limited number of activities within each area.

#### III. Met Expectations

This rating characterizes the faculty member who has "met expectations." The faculty member is performing his/her duties in a way that is expected of university faculty. This individual would be one who could be used as a positive model of the department. The items listed in each area of the Merit Evaluation Form are the type of activities one might expect a professional to do (Appendix A).

#### IV. Exceeds Expectations

This rating characterizes the faculty member who "exceeds expectations" and performs significantly above and beyond what is expected in the area.

## B. ANNUAL MERIT EVALUATION PROCEDURES

1. The procedures for merit evaluation are consistent with the guidelines and procedures of the Kansas State University Handbook sections C40-48.3. The annual merit evaluation forms are provided in Appendix B.
2. Each full-time faculty member will be evaluated annually by the Department Head. At the beginning of each merit period (January to December) the Department Head in conjunction with the faculty member should develop a Distribution of Effort (Appendix A, Form 1), which must include responsibilities in the three categories: (A) Teaching Effectiveness and Advising, (B) Research/Scholarly Activity, and (C) Professional Activity and Service and reflect an appropriate distribution of time. As a starting point the Distribution of Effort should be assigned (A) Teaching Effectiveness and Advising: 40%, (B) Research/Scholarly Activity: 40% and (C) Professional Activity and Service: 20%. In some cases, faculty members will be assigned additional research or coordinating responsibilities (e.g., Graduate Coordinator, Undergraduate Coordinator, Lab Coordinator, and Course Coordinator). In these cases the Department Head and faculty member should develop a mutually agreed-upon set of tasks to be completed during the year.
3. It is the responsibility of Faculty members to submit material for their merit evaluation. Faculty members are encouraged to self-evaluate themselves using the Distribution of Effort and Evaluation Form and submit supporting materials by January 1. The material should include, but is not limited to: student evaluations, course materials (outlines, handouts, examinations, etc.), other documents showing teaching effectiveness (videotapes of classes), books, articles, reports, presented abstracts, research and professional grant proposals, other artifacts of research activity, letters of acceptance for manuscripts in press, and evidence of professional and service contributions.
4. The Department Head will provide an evaluation on the Distribution of Effort and Evaluation Form for faculty member's performance in each area of the areas of responsibility and overall. The overall evaluation is defined as the weighted average of each of the areas of responsibility.
5. After receiving and reviewing the evaluation, the individual faculty member returns one signed copy of the Distribution of Effort and Evaluation Form to the Department Head within five days of receiving it. The faculty member is encouraged to discuss his/her evaluation with the Department Head. At this time the next year's tentative Distribution of Effort will also be completed by the faculty member and discussed with the Department Head.
6. In the case of "minimum-acceptable levels of productivity" or "less than minimum-acceptable levels of productivity" it is the first responsibility of the Head of the Department to follow C31.7 of the University Handbook.
7. If an individual faculty member is not satisfied with his/her evaluation or distribution of effort, after consultation(s) with the Department Head he/she should schedule a meeting with the Dean to discuss the matter. The Department Head should be informed of the intention to meet with the Dean.

8. As outlined in the KSU University Handbook, merit is the primary basis for determining salary increases. The responsibility for assigning salary increases rests with the Department Head. The following procedures will be followed in assigning salary increases:
  - a. After legislative decisions have been made concerning amounts of raises, a total amount of salary increases is assigned to the Department by the Dean of the College of Human Ecology.
  - b. The amount of money assigned to the Department represents a percentage of the total salary of departmental faculty. Actually, this may represent an amount less than assigned by the legislature because some money is held back from each department for "equity" adjustments and reallocation.
  - c. All of the money assigned to the department for faculty raises is allocated on a merit basis. Evaluation of merit will be based on the evaluation procedure outlined above. A general guideline is that faculty who receive an average rating of "meeting expectations" or higher will receive a percentage raise no less than one-half of the percentage allocated to the Department.
  - d. After raises are approved by the Dean and Provost, the exact amounts will be noted in individual letters to faculty.

### III. PROMOTION, TENURE, MID-TENURE REVIEW AND REAPPOINTMENT

Each faculty member's contribution to the Department's Mission and Program Objectives (See Part I) is evaluated by the reappointment and tenure and promotion procedures and standards. In developing the standards below for reappointment, tenure and promotion, guidelines provided in the [Kansas State University Handbook](#) were followed.

#### A. REAPPOINTMENT OF A PROBATIONARY FACULTY MEMBER

Excellence in teaching, professional service, and scholarship is expected of all probationary faculty. Probationary faculty will complete the mid-probationary review document each year during the probationary period. The merit review process is designed to provide annual feedback to the probationary faculty member in each of these three areas. Evaluation scores of less than a "met expectations" rating (3.0) in any of the three areas should be construed as a significant indicator that the probationary faculty member is not making adequate progress towards tenure.

##### Teaching Effectiveness and Advising

Teaching evaluations should culminate in numerical scores reflective of effectiveness in the classroom. In cases where numerical scores are below an acceptable minimum, continued reappointment is possible if the candidate can demonstrate positive trends culminating in a projection toward acceptable minimums by the end of the probationary period. Alternative sources of information pertaining to effectiveness in the classroom (e.g. videotapes, written evaluations based on colleagues and/or head's evaluations) should supplement student feedback.

1. Course content should reflect a strong grasp of the appropriate Kinesiology body of knowledge, a liberal arts foundation, and student learning objectives such as critical thinking, writing, and reading skills.
2. Involvement at some level of instruction in the Kinesiology graduate program is expected early in the probationary period. In addition to graduate core classes, such involvement may include graduate independent study and other student mentoring experiences.

##### Research/Scholarly Activity

1. During the first three years of the probationary period, graduate faculty status is expected. Along with publication of research conducted during graduate training, the successful candidate is expected to demonstrate the early stages of a continuous independent research program.
2. During the second portion of the probationary period significant evidence of a competitive research program is expected. This should be interpreted as the development of a theoretically framed line of research in an appropriate area within Kinesiology and successful publication in refereed scholarly journals.

All faculty are expected to seek extramural funding to help support their research. Strategies for obtaining extramural funding should be developed during the first portion of the probationary period with expectations for acquisition rising toward the end of the probationary period. In areas where scholarly pursuits are financially costly, successful acquisition of extramural funding may be necessary.

## Professional Activity and Service

1. Participation in the normal functions of the department, including committee assignments, etc., is expected. In most cases all faculty will be expected to chair at least one committee. In some cases, junior faculty may be asked to coordinate programs within the department.
2. Participation in professional organizations such as attending meetings, organizing symposia, reviewing manuscripts, etc. is expected. In some cases establishing service ties at the local and state levels may also be appropriate.

## B. REAPPOINTMENT REVIEW PROCEDURES

The Department follows the criteria and procedures of reappointment reviews of faculty on probationary status presented in the KSU University Handbook (sections C50.1-C56).

Faculty are urged to read those sections carefully.

- The Department Head requests, from the non-tenured faculty member under consideration for reappointment, all materials which the faculty member deems pertinent, including documents used for the mid-probationary review that are relevant to the reappointment decision, to be submitted by January 1. This shall include professional activities and service contributions.
- At least fourteen days after receipt of the material requested in #1 and/or when the deadline arrives, the Department Head and the tenured faculty will meet to discuss the candidate's eligibility for reappointment and progress toward tenure. Subsequent to this meeting there will be a ballot of the tenured faculty on reappointment of the faculty member.
- Upon receipt of the evaluations in #1 and #2 above, the Department Head will prepare a recommendation on reappointment to submit to the Dean. This recommendation includes evaluative statements in support of the recommendation.

During the third year of employment, the department conducts a more formal review of probationary faculty members. This review, called the **mid-probationary review**. This review is designed to provide tenure-track faculty members with helpful substantive feedback from faculty colleagues and administrators regarding their accomplishments relative to the institution's missions, objectives, and obligations to its constituents. The following steps are involved in the mid-probationary review process:

1. The Department Head writes a short description of the faculty member's responsibilities during the evaluation period including the average distribution of assignments between research, instruction, and other activities.
2. The candidate provides a one-page summary of major achievements and a one-page summary of five-year goals as in sections 3a and 3b of Guidelines for the Organization and Format of Tenure and Promotion Documentation provided by the Provost's Office. The candidate also provides a current vita, a list of courses taught during the probationary period, course outlines, and student evaluations of all courses taught during the probationary period.
3. These materials should be made available to the tenured faculty members in the department on or before March 1 during the third appointment year. Tenured faculty review these materials and respond positively or negatively to the question of reappointment and provide written input concerning the candidate's progress toward tenure.

4. The Department Head writes a recommendation on reappointment and a one-paragraph statement on progress toward tenure. This statement, the candidate's mid-probationary review file as well as any other materials specified in C92.2 of the University Handbook, and a copy of the departmental criteria and standards will be forwarded to the college advisory committee.

### **C. TENURE AND PROMOTION REVIEW CRITERIA AND PROCEDURES**

The department follows closely the tenure and promotion criteria and guidelines presented in the University Handbook (sections C90-116.2, C130-156.2). All faculty are urged to carefully read this material. The department is in agreement with the relationship between tenure and promotion and annual evaluation explained in this publication. Specific procedures for tenure and promotion are:

- Each fall the Department Head will request faculty eligible for promotion to meet and discuss their qualifications relative to promotion.
- Faculty requesting promotion consideration will need to prepare tenure and promotion materials according to Guidelines for the Organization and Format of Tenure and Promotion Documentation provided by the Provost's Office. The materials should be submitted to the department head by October 1.
- All faculty, with rank equal to or above that of the rank requested, will be asked to review credentials and make recommendations in writing to the Department Head by November 1.
- Four external reviewers will be contacted October 1 (or soon after). The candidate will be asked to provide a list of at least four colleagues within his/her area of expertise to serve as external reviewers. At least two external reviewers will be identified from this list and additional reviewers will be identified from recommendations from faculty. After receiving consent from these potential reviewers, each will be sent the candidate's vita, three recent publications, and the university's criteria for tenure and promotion. They will be asked to evaluate the candidate's performance and accomplishments relative to the criteria and to return their evaluations by November 1.
- Promotion recommendations will then be made to the Dean by the Department Head by approximately November 5. The recommendation will include supportive statements and summarize faculty recommendations and comments.
- Promotions require approval of the Deans, Vice Presidents, President, and the Board of Regents. Therefore, announcements of promotion will not be made, nor will announcements or recommendations for promotion be made, prior to official announcements of promotions.

### **D. PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE**

In addition to the criteria set forth during the probationary period the successful associate professor candidate is expected to reach the following levels:

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

and undergraduate levels is expected; however, some individuals may contribute more at either the undergraduate or graduate levels.

2. Scholarly accomplishments should reflect a national reputation in the candidate's field of study and should reflect a focused line of research in refereed scholarly journals.
3. Scholarship should be produced in a fashion indicating a consistent pattern of successful contribution during the entire probationary period.
4. In cases where the candidate has significant experience at another university, promotion and tenure during the first few years at KSU may be appropriate if outstanding success in teaching, professional service, and scholarship has been demonstrated at the previous institution and expectations for continued involvement are apparent.
5. Participation in leadership roles in national organizations and/or service to professional communities in and around the State of Kansas should be demonstrated.

## **E. PROMOTION TO PROFESSOR**

In addition to the promotion criteria to associate professor, the successful full professor candidate should have reached the following levels:

- Demonstration of sustained excellence in teaching is necessary.
- The candidate should establish a research program that has earned national recognition and is acknowledged by leading experts in the field. Frequent publication in prestigious referred scholarly journals is expected. An exception may be in areas of Kinesiology where original monographs are the norm, but in all cases, the emphasis is placed on original works that have made significant impact within the discipline. Impact may be measured by such evidence as research awards, citation in other works, etc.
- The candidate should demonstrate through their actions an attitude of shared responsibility for the integrity of the department. This includes a sustained record of professional service including participation in leadership activities within the KSU community (department, college, and university), professional societies, and other professional communities as well as the acceptance of mentoring of junior faculty, and promoting Kinesiology across campus.



## IV. APPOINTMENT, PROMOTION, AND REAPPOINTMENT: NON-TENURE TRACK FACULTY

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

1. Instructor (3 ranks) – Instructor, Advanced Instructor, Senior Instructor
2. Clinical (3 ranks) – Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor

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

Non-tenure track faculty members on regular appointments will participate in faculty governance processes as defined by the Department of Kinesiology, and University Faculty Senate. Non-tenure track faculty members have voting rights in college and departmental matters and elections, and may serve on departmental, college, and university committees unless policies limit membership to tenure-track faculty. Non-tenure track faculty may be eligible for graduate faculty status, which allows faculty to serve as major professor at the Master's level, graduate committee member, and course coordinator for graduate-level courses (*Graduate Handbook*, Chapter 5, Section C). Non-tenure track faculty members may be College of Health and Human Sciences course coordinators without graduate faculty status.

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

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

The procedures for promotion in the non-tenure track instructor and clinical professor ranks are equivalent 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 department head will solicit from each candidate a portfolio documenting activities and achievements in instruction (teaching and advising) or 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 above said candidates current faculty rank and will include both tenured faculty and non-tenured faculty. Faculty for this committee will be appointed by the department head. Faculty at a level above the entry-level rank (above assistant for most positions) will review candidates applying for promotion; and faculty at the highest rank will review those applying for a promotion to the highest rank. The chair of the committee will be the faculty member appointed by the department head. 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.

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

### **Annual Evaluation and Reappointment Processes and Criteria for Non-Tenure Track Faculty (regular and term appointments):**

Given differences in 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);
- Other activities and achievements related to instruction.
- Portfolio items to document achievements in service/outreach/engagement
- Department, 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.
- Research publications (if faculty have a research appointment).

**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

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 based on recommendation from the department non-tenure track review committee.

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

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

After consultation with 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. If the application for promotion is unsuccessful, candidates must wait two years to apply again. For example, if the first application date was 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 or teach. 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 areas of responsibility that applies.

The department non-tenure track faculty review committee will review the candidate's promotion request and submitted materials. The committee will then submit a letter summarizing their recommendation, and rationale for their decision, to the 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 will forward the candidate's file to the College of Health and Human Sciences Promotion and Tenure Advisory Committee. This committee has three charges (section C153.2 *University Handbook*): review the candidate's documentation and materials submitted for promotion; assure relevant procedures were followed; and, provide a written recommendation, including a vote, to the 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 summarizes 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 non-tenure rack faculty review committee's recommendation letter and vote, and the candidate's application materials.

### **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*). Appointments for Instructor positions are as one-year, regular or term appointments. Appointments 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 responsibility of faculty on instructional-track appointments is instruction of students. If instructional faculty have a portion of their appointment devoted towards research, it is expected that publications of research either independent or collaborative with existing faculty in the department.

## **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).

## **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 also 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 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 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 may be demonstrated by publications in appropriate venues, presentations at local or state conferences, writing 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 hold the appropriate terminal professional degree, or have 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.



## V. PROFESSORIAL PERFORMANCE AWARD

The Professorial Performance Award is provided by the University to recognize outstanding faculty at the full professor rank, who have demonstrated sustained exceptional productivity since becoming full professor. The criteria include:

1. The candidate must be a full-time professor and have been in rank for at least six years since the last promotion or Professorial Performance Award.
2. The candidate must show evidence of sustained productivity in at least the last six years before the performance review, and
3. The candidate's productivity and performance must be of a quality equivalent to that which would merit promotion to professor according to the standards described above in Section III E Promotion to Professor.

Each candidate desiring consideration will prepare a dossier containing sufficient evidence to demonstrate that the above criteria have been met and submit this for consideration prior to October 1. This dossier will be examined by each of the tenured associate and full professors in the department, who will provide recommendations to the department head as to whether or not the criteria have been met no later than November 1. The Department Head in turn will provide written recommendation to the Dean of the College of Health and Human Sciences regarding the faculty review, and his/her own recommendation.

## VI. CHRONIC LOW ACHIEVEMENT PROCEDURES

Chronic underachievement will not be tolerated by the Kinesiology Department. For faculty members with an effort distribution in research, minimal expectations include regular scholarly productivity, as evidenced by activities such as publication in peer-reviewed journals, synthesis of concepts in book chapters or review articles, presentations at seminars or at professional symposia, and an active search for funding to support these scholarly activities. For faculty members with an effort distribution in teaching, minimal expectations include both a reasonable quantity and quality of instructional activities, including teaching and advising, and curriculum development and support. Minimal expectations in service include regular participation in activities such as committees, panels, and groups, at the Department, University, State or national levels, which further individual and collective academic or professional goals.

The department follows the criteria and procedures for chronic low achievement presented in the KSU University Handbook (sections C31.5-C31.7). Faculty are urged to read those sections carefully.

In meeting the University policies, the departmental procedures for chronic low achievement are as follows:

1. When a tenured faculty member's overall performance falls below the minimum acceptable level, as indicated by the annual evaluation using the above criteria, the  
  
Department Head shall indicate so in writing to the faculty member. In keeping with regular procedures in matters of tenure and promotion (C112.1 and C112.2), eligible departmental faculty will have input into any decision on individual cases unless the faculty member requests otherwise.
2. Eligible faculty are all faculty with rank equal to or above the faculty member. These faculty will be asked to review credentials and make recommendations in writing to the Department Head.
3. A chronic low achievement evaluation will then be provided in writing to the tenured faculty member by the Department Head by approximately March 1. The recommendation will include a suggested course of action to improve the performance of the faculty member and summarize faculty recommendations and comments.
4. In subsequent annual evaluations for a five-year period, the faculty member will report on activities aimed at improving performance and any evidence of improvement. The names of faculty members who fail to meet minimum standards for the years following the department head's suggested course of action and eligible faculty recommendation will be forwarded to the dean. If the faculty member has two successive evaluations or a total of three evaluations in any five-year period in which minimum standards are not met, then "dismissal for cause" will be considered at the discretion of the appropriate Dean.

## VII. 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 is intended 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. It is also designed 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.

Kansas State University recognizes that the granting of tenure for university faculty is a vital protection of free inquiry and open intellectual debate. It is expressly recognized that nothing in this policy alters or amends the University's policies regarding removal of tenured faculty members for cause (which are stipulated in the University Handbook). This policy and any actions taken under it are separate from and have no bearing on the chronic low achievement or annual evaluation policies and processes.

The department policy on post tenure review follows the overarching purpose, principles, objectives, and procedures in the university policy on post tenure review (see University Handbook, Appendix W), which was approved by Faculty Senate on February 11, 2014. The policy requires that each tenured faculty member receive a summative developmental review every six years.

### **Procedure**

The following materials should be submitted by the tenured faculty member to initiate the review process.

1. Copies of the six previous annual evaluations
2. Current copy of curriculum vitae

### **Review**

The review will be conducted by the Department Head. Determination on whether the current level of professional development undertaken by the faculty member in the past six years has been sufficient to demonstrate appropriate contributions to the university will be based on the following:

1. All six annual evaluations meet or exceed expectations.

# APPENDICES

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## APPENDIX A. MERIT EVALUATION MATERIALS

### Form 1- Distribution of Effort and Evaluation Form

#### Instructions for completing Kinesiology 4-page Merit Document

Preamble: This form is designed to be a flexible system to help align faculty activity with University/College/Department mission and objectives for self-evaluation and for Department Head evaluation. It is designed specifically without defined standards in a multitude of categories and, as such, helps reward more junior faculty who are excelling for their years-in-rank.

1. Percent allocations are negotiated with the Department Head at the beginning of the year and can be renegotiated at any time.
2. **Department Funded Research** reflects that % of time (i.e., of a standard 40% Teaching/40% Research/20% Service appointment) for which there are no extramural funds incoming. Thus, your salary is funding your research to the degree stated.
3. List accomplishments under each category. Adhere to a **2-page limit** for each category (**Teaching; Research; Service**). It is anticipated that most faculty will get by with 1 page per category.
4. It is not necessary to fill out all sections to either "**Meet**" or "**Exceed**" expectations. Stellar performance in some categories can outweigh deficits in others.
5. Please **attach a current c.v.** You may choose to red-line or otherwise highlight accomplishments for the year evaluated.
6. Please **attach** any other information to support your activity (e.g., student evaluations, publications, grants, etc.)

**DEPARTMENT DISTRIBUTION OF EFFORT AND EVALUATION FORM**

**Performance Categories** - Teaching, Research, Service, Other

**Performance Standards** – 3 = Exceeded Expectations; 2 = Met Expectations; 1 = Below Expectations, But Has Met Minimal Level of Productivity; 0 = Not Met Minimal Level of Productivity.

Activity		% FTE	Self-evaluation Category	Head Evaluation Category
<b>Teaching and Advising</b>				
	Undergraduate Instruction			
	Undergraduate Advising			
	Graduate instruction			
	Graduate Advising			
<b>Research</b>				
	Department Funded Research			
	Other Funded Research			
<b>Service</b>				
	Funded Service			
	University & Departmental Service			
	Professional Service			
	Academic Coordinator Duties			
<b>Total FTE</b>				
<b>Total FTE * Evaluation Category</b>				
<b>Overall Evaluation Category</b>				

**Department Head Signature/Date** \_\_\_\_\_

**Faculty Member Signature/Date** \_\_\_\_\_

**Faculty Merit Evaluation Sheet Teaching  
and Advising Effectiveness**

<b>Exceeded Expectations</b>	<b>Met Expectations Level</b>
<p>Demonstrates evidence of activity appropriate to years at Kansas State and Rank in each met expectations level sub-category as well as the following sub-categories.</p> <p>A. <i>Teaching Quantity</i></p> <ol style="list-style-type: none"> <li>1. Teaching Load Exceeds Percentage Effort</li> </ol> <p>B. <i>Teaching Quality</i></p> <ol style="list-style-type: none"> <li>1. Positive student evaluations.</li> <li>2. Other evidence of overall teaching effectiveness</li> <li>3. Student Awards</li> </ol> <p>C. <i>Innovations in Instruction</i></p> <ol style="list-style-type: none"> <li>1. New courses developed, prepared or revised.</li> <li>2. New course preparations</li> <li>3. Major revision of established courses</li> <li>4. Leadership in curriculum/ program development</li> </ol> <p>D. <i>Teaching Enhancement Activities</i></p> <ol style="list-style-type: none"> <li>1. Attends training designed to enhance teaching</li> <li>2. Uses new technology and methods</li> <li>3. Outreach</li> </ol>	<p>Demonstrates evidence of activity in each sub-category appropriate to years at Kansas State and Rank.</p> <p>A. <i>Teaching Quantity</i></p> <ol style="list-style-type: none"> <li>1. Teaching Load Meets Percentage Effort</li> </ol> <p>B. <i>Teaching Quality</i></p> <ol style="list-style-type: none"> <li>1. Positive student evaluations</li> <li>2. Other evidence of overall teaching effectiveness</li> </ol> <p>C. <i>Innovations in Instruction</i></p> <ol style="list-style-type: none"> <li>1. New course preparations (statement of extent of preparations)</li> <li>2. Revision of established courses</li> <li>3. Evidence of involvement in curriculum/ program development</li> </ol> <p>D. <i>Teaching Enhancement Activities</i> (professional Development)</p> <ol style="list-style-type: none"> <li>1. Attends training designed to enhance teaching</li> </ol>

## Research Effectiveness

Exceeded Expectations	Met Expectations Level
<p>Demonstrates evidence of activity appropriate to years at Kansas State and Rank in each met expectations level sub-category as well as the following sub-categories.</p> <p>A. <i>Research Outcomes</i></p> <ol style="list-style-type: none"> <li>1. <i>Peer- Reviewed Presentations</i></li> <li>2. <i>Peer-Reviewed Publications</i></li> <li>3. <i>Publications addressing an original hypothesis (e.g., books, book chapters) not based upon original data.</i></li> <li>4. <i>Other Data-Based Research Publications</i></li> </ol> <p>B. <i>Dissemination of Research Findings</i></p> <ol style="list-style-type: none"> <li>1. <i>Presentations</i></li> <li>2. <i>Publications</i></li> </ol> <p>C. <i>Development of Research Capacity</i></p> <ol style="list-style-type: none"> <li>1. <i>Receipt of Grants</i></li> <li>2. <i>Submission of Grant Proposals</i></li> <li>3. <i>Community Development</i></li> <li>4. <i>Ongoing</i></li> </ol>	<p>Demonstrates evidence of activity in each sub-category appropriate to years at Kansas State and Rank.</p> <p>A. <i>Research Outcomes</i></p> <ol style="list-style-type: none"> <li>1. <i>Peer- Reviewed Presentations</i> <ul style="list-style-type: none"> <li>○ At least one peer-reviewed presentation at international, national, regional, or state meetings.</li> </ul> </li> <li>2. <i>Peer-Reviewed Publications</i> <ul style="list-style-type: none"> <li>○ One peer-reviewed publication</li> </ul> </li> <li>3. <i>Publications addressing an original hypothesis (e.g., books, book chapters) not based upon original data.</i></li> <li>4. <i>Other Data-Based Research Publications</i></li> </ol> <p>B. <i>Dissemination of Research Findings</i></p> <ol style="list-style-type: none"> <li>1. <i>Presentations</i></li> <li>2. <i>Publications</i></li> </ol> <p>C. <i>Development of Research Capacity</i></p> <ol style="list-style-type: none"> <li>1. <i>Submission of Grant Proposals</i></li> <li>2. <i>Laboratory Development</i></li> <li>3. <i>Community Development</i></li> </ol>

## Service Effectiveness

<b>Exceeded Expectations</b>	<b>Met Expectations Level</b>
<p>Demonstrates evidence of activity appropriate to years at Kansas State and Rank in each met expectations level sub-category as well as the following sub-categories.</p> <p><i>A. Funded Service</i></p> <p><i>B. University and Departmental Service</i></p> <p><i>C. Professional Service</i></p> <p><i>D. Academic Coordinator Duties</i></p>	<p>Demonstrates evidence of activity in each category appropriate to years at Kansas State and Rank.</p> <p><i>A. Funded Service</i></p> <p><i>B. University and Departmental Service</i></p> <p><i>C. Professional Service</i></p> <p><i>D. Academic Coordinator Duties</i></p>