

Department of Physician Assistant Studies  
College of Health and Human Sciences

Annual Evaluation Guidelines  
Approved by Faculty Vote on:  
5/18/2022

Chronic Low Achievement Statement  
Approved by Faculty Vote on:  
5/18/2022

Promotion Guidelines  
Approved by Faculty Vote on:  
5/18/2022

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



\_\_\_\_\_  
Gwen Ferdinand-Jacob, Department Head

01/11/2022

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Date signed:



\_\_\_\_\_  
Craig Harms, Interim Dean

01/13/2022

\_\_\_\_\_  
Date signed:



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Charles Taber, Provost and Executive Vice President

5/23/2022

\_\_\_\_\_  
Date signed:

*\*Each academic department is required by [University Handbook](#) policy, to develop department documents containing criteria, standards, and guidelines for promotion, 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, 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.*

<b>INTRODUCTION.....</b>	<b>3</b>
<b>PROFESSIONAL TITLES: NON-TENURE CLINICAL TRACK POSITIONS AND RANKS .....</b>	<b>3</b>
GENERAL CRITERIA FOR CLINICAL FACULTY .....	3
GUIDELINES FOR CLINICAL TRACK FACULTY APPOINTMENTS.....	4
FACULTY ACTIVITIES.....	6
ELIGIBILITY.....	6
<b>ANNUAL MERIT AND EVALUATION (C40-C48.3 KANSAS STATE UNIVERSITY HANDBOOK).....</b>	<b>6</b>
EVALUATION OF COLLEGIALLY/ACADEMIC CITIZENSHIP PERFORMANCE .....	7
<b>ANNUAL EVALUATION PROCEDURES.....</b>	<b>8</b>
<b>ANNUAL EVALUATION MATERIALS .....</b>	<b>9</b>
PART 1: TO BE COMPLETED/COMPILED BY THE INDIVIDUAL FACULTY MEMBER.....	9
PART 2: MATERIALS FROM OUTSIDE SOURCES.....	10
PART 3: COMPLETED BY EVALUATING ADMINISTRATOR (APPENDIX 1).....	10
PART 4: CRITERIA EVALUATED BY THE DEPARTMENT HEAD.....	11
<b>PROCEDURES AND CRITERIA FOR PROMOTION AND REAPPOINTMENT OF FACULTY.....</b>	<b>12</b>
PROCESS FOR PROMOTION <i>KANSAS STATE UNIVERSITY HANDBOOK</i> —PROMOTION C120-C156.2: CANDIDATE MATERIALS .....	12
<i>Promotion Process for Non-Tenure Track Faculty</i> .....	13
<i>Term Appointments</i> .....	14
RESPONSIBILITIES OF CANDIDATE AND DEPARTMENT HEAD DURING THE PROMOTION PROCESS .....	14
PROCEDURES FOR APPEAL.....	15
EVALUATION CRITERIA (OR EXPECTATIONS) FOR ANNUAL REVIEW AND/OR PROMOTION .....	15
<i>Teaching &amp; Activities Related to Instructional Growth</i> .....	15
<i>Service</i> .....	16
<i>Scholarship and Professional Development</i> .....	18
<i>Extension</i> .....	18
<b>PROFESSORIAL PERFORMANCE AWARDS .....</b>	<b>19</b>
CHRONIC LOW ACHIEVEMENT (C31.8).....	21
TERMINATION AND NON-RENEWAL OF CLINICAL TRACK FACULTY .....	21
NON-TENURE TRACK FACULTY REVIEW COMMITTEE .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>APPENDIX 1 – DISTRIBUTION OF EFFORT.....</b>	<b>23</b>
<b>APPENDIX 2 – PROPOSED ANNUAL PLAN OF WORK AND GOALS .....</b>	<b>24</b>
<b>APPENDIX 3 – SUMMARY OF ANNUAL ACCOMPLISHMENTS .....</b>	<b>25</b>
<b>APPENDIX 4 - OBJECTIVES FOR NEXT YEAR .....</b>	<b>26</b>
<b>APPENDIX 5 - TEACHING &amp; ACTIVITIES RELATED TO INSTRUCTIONAL GROWTH.....</b>	<b>27</b>
<b>APPENDIX 6 - SCHOLARSHIP &amp; PROFESSIONAL DEVELOPMENT .....</b>	<b>28</b>
<b>APPENDIX 7 - SERVICE .....</b>	<b>29</b>
<b>APPENDIX 8 – EXTENSION .....</b>	<b>30</b>
<b>APPENDIX 9 – STUDENT EVALUATION OF DIDACTIC TEACHING .....</b>	<b>31</b>
<b>APPENDIX 10 – STUDENT EVALUATION OF CLINICAL TEACHING .....</b>	<b>32</b>
<b>APPENDIX 12 – SELF-EVALUATION FORM.....</b>	<b>35</b>
<b>APPENDIX 13 –PROFESSORIAL PERFORMANCE AWARD EVALUATION FORM.....</b>	<b>36</b>

## **INTRODUCTION**

This document describes Guidelines for Clinical Track Faculty for Annual Evaluation, Promotion, Professorial Performance Awards, and Minimum Standards of Faculty Performance in the Department of Physician Assistant Studies. These guidelines are in conformance with Kansas State University policy. Components of this document have been drawn from the [University Handbook](#); the University Guideline for Evaluation of Unclassified Personnel; and the Office of Unclassified Affairs/University Compliance.

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/or other creative activity, extension, directed service, and non-directed service (Section C1 of the [Kansas State University Handbook](#)). Evaluation decisions related to promotion, reappointment, chronic low achievement policy, and merit compensation express how well non-tenured faculty perform across these areas relevant to their assigned duties.

As healthcare professionals, we understand the need for self-reflection and peer interaction to improve ourselves and our professional skill set. The requirement to do continuing education to keep our licenses current is intended to make sure we are learning about current trends and changes in our various professions. Just as our healthcare practice requires us to complete continuing education in order to stay up-to-date with relevant information, our job as educators requires us to ensure that our teaching methods are current and relevant for 21<sup>st</sup> century learners. If obsolete ways of practice are not replaced with cutting edge training, our patients suffer. Our job as educators is no different.

Effective faculty strive for excellence in their instruction and likewise seek the best from their students. To accomplish this purpose, a faculty member needs to be goal oriented with a plan in place that supports and encourages professional development, directs attention to standards and guidelines, and promotes ongoing dialogue and evaluative feedback. The overarching premise of faculty development, and the evaluation process involves evaluation as an integral component of faculty growth and development. This ongoing professional development and evaluation helps faculty members to contribute significantly to the intellectual discourse of their disciplines, and to the academic rigor, intellectual life, and academic standing of the institution.

Job performance cannot be based on a single criterion. Within the Department of Physician Assistant Studies, the following areas will be evaluated annually to determine effectiveness as an educator:

1. Teaching & Activities Related to Instructional Growth
2. Service
3. Scholarship & Professional Development
4. Extension (see page 16)

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

### **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. Because there is generally less time for the type of traditional research, 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.

The Department of **Physician Assistant Studies** include **the following** position and ranks for non-tenure track faculty (see Section C10-C12 in the [Kansas State University Handbook](#)):

- Clinical Professor (3 ranks) – Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor

Non-tenure-track faculty members, with primary responsibilities in clinical service (for clinical professors) may be 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.

#### Guidelines for Clinical Track Faculty Appointments

The primary responsibilities of faculty on clinical track appointments are clinical service, and clinical instruction of physician assistant students. The distribution of effort for clinical track faculty consists of a 50% to 100% appointment devoted to clinical instruction. Clinical track faculty members are classified by the University and Board of Regents as regular or term appointments. As such, a clinical track faculty member at any rank on a regular appointment is a member of the general faculty and is afforded all privileges accorded to the general faculty ([Kansas State University Handbook](#) C12.2).

Clinical track assistant professors on regular appointment receive one-year annually renewable appointments. Clinical track associate professors on regular appointment receive renewable three-year appointments. Clinical track full professors on regular appointment receive renewable five-year appointments. The appointing administrator is the Dean of the College of Health and Human Sciences.

Clinical track faculty rank is assigned as defined below, and in accordance with university policies.

Faculty appointed to these positions should have credentials appropriate to the discipline.

Recommendations for appointment are made by the DPAS head according to the guidelines and procedures described in the [Kansas State University Handbook](#).

**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 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 discipline, and demonstrated promise of moving toward excellence in patient care, student instruction, scholarly activities, professional leadership, practice, and/or service in the disciplinary area of the position.

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

**Degree:** The candidate must possess a terminal degree appropriate to the discipline, 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 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 or a physician assistant program based on documented excellence in patient 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, reviews of professional textbooks, writing internal grants, and/or development of innovative clinical teaching methods. The candidate for promotion to Clinical Associate Professor will generally have 4-6 years of full time experience in physician assistant, medical, or higher education.

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

**Degree:** The candidate must possess a terminal degree appropriate to the discipline, 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 or a physician assistant program based on documented excellence in patient 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, reviews of professional textbooks, 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, or serve on the board of directors of one of the four national PA organizations. The candidate for promotion to Clinical Professor will generally have 4-6 years of experience/service at the Clinical Associate Professor rank. Clinical professors are eligible for consideration of the Professorial Performance Award after 6 yrs. in rank ([Kansas State University Handbook](#) C49.1).

### **Faculty Activities**

Clinical track faculty members are appointed within the DPAS by the department head, and are governed by the policies applicable to other university non-tenure-track (regular) faculty as outlined by the [Kansas State University Handbook](#) and the Kansas Board of Regents. Clinical track faculty members will participate in faculty governance processes as defined by the DPAS, HHS, and University Faculty Senate. Clinical 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. Clinical track faculty are eligible to submit grant applications and direct research as principal investigators (Pre-Awards Policy and Procedures Manual .060). Clinical track faculty are eligible for graduate faculty status, which allows faculty to serve as major professor, graduate committee member, and course coordinator for graduate-level courses ([Graduate Handbook](#), Chapter 5, Section C). Clinical track faculty members may be DPAS course directors without graduate faculty status. Clinical track faculty are eligible for sabbatical leave as outlined by the [Kansas State University Handbook](#), Section E2. However, clinical track faculty are not eligible for tenure, and the years of service on a regular appointment are not applied toward tenure ([Kansas State University Handbook](#), C12.2).

### **Eligibility**

Clinical track faculty policies and guidelines do not apply to visiting faculty, adjunct faculty, or temporary (term) appointments. Faculty with term appointments are appointed by the department head. Term appointments may be at the rank of assistant, associate, or full professor, and term faculty may be full or part-time. Service on a term appointment carries no expectation of continued employment beyond the period stated in the contract.

## **ANNUAL MERIT AND EVALUATION (C40-C48.3 [KANSAS STATE UNIVERSITY HANDBOOK](#))**

The purposes of the annual evaluation process are to 1) assess the performance of each faculty member and 2) evaluate and adjust the percent effort each faculty member applies to various areas of responsibility. During the annual review process, previous goals for each faculty member will be reviewed and new goals will be developed. Establishing goals is an important process that defines the direction of each faculty member's professional development in relation to the mission of the Department of Physician Assistant Studies (DPAS), and the College of Health and Human Sciences (HHS). It should be noted however, that the annual evaluation process assesses faculty performance and accomplishments based on pre-established goals.

The Guidelines for Annual Evaluation, Professorial Performance Awards, and Minimum Standards of Faculty Performance are designed to reflect the unique aspects of the mission of the DPAS, while recognizing the diversity of faculty interests, abilities, assignments, and academic/scientific disciplines. Within this context, the guidelines are intended to promote and recognize excellence in all areas of academic responsibility without favoritism or preference to any activity or discipline. These guidelines are designed to balance the quality and quantity of a faculty member's contribution and to match the changing needs of the department and HHS with the evolving talents of the faculty.

Given the diversity of faculty assignments, and responsibilities within the department, this annual evaluation system is founded on the understanding that evaluations should be based on multiple sources of input from different perspectives. It is important to recognize that evaluation of faculty performance in a professional environment is complex and multi-faceted and that even highly specific evaluation criteria may not accurately reflect a faculty member's contribution.

The department's evaluation system is based on the precept that multiple professional judgments provided by academic peers as well as the evaluating administrator will increase the likelihood of accurate assessment. Competent persons will ordinarily arrive at similar, although not identical, judgments regarding the merit of teaching activities, and the pooled judgment of several competent professionals tends to be more reliable than the judgment of any individual person. Use of multiple raters enhances the reliability with which clinical and didactic teaching, instructional materials, and student rating of teaching effectiveness are evaluated. Although it is recognized that the use of peer review increases both the cost and complexity of the evaluation, the benefit of the additional input is a reasonable and desirable tradeoff.

#### 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.

**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.

Faculty and staff are expected "to have cooperative interactions with colleagues, show civility and respect to others with whom they work and interact, show respect for the opinions of others in the exchange of



ideas, and demonstrate a willingness to follow appropriate directives from supervisors” . (C46.1 [Kansas State University Handbook](#))

The information gathered in the above areas will form the basis for annual evaluation/re-appointment/contract renewal and promotion. It is essential that faculty evaluation be based on multiple sources of data for each area evaluated 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](#)).

This document describes guidelines for clinical track faculty for annual evaluation, promotion, professorial performance awards, and minimum standards of faculty performance in the department of physician assistant studies. These guidelines are in conformance with Kansas State university policy. Components of this document have been drawn from the [Kansas State University Handbook](#); the university guideline for evaluation of unclassified personnel; the office of unclassified affairs/ university compliance.

## **ANNUAL EVALUATION PROCEDURES**

Regular non-tenured faculty are subject to annual reappointment, see [Kansas State University Handbook](#) Section C60 and Appendix A Standards for Notice of Non-Reappointment. Faculty assignments are determined with each faculty member via an agreement between the evaluating administrator and the faculty member at the beginning of each evaluation year and should reflect the faculty member’s goals and objectives in relation to the department and mission. It is important for the assignment to be established as early in the evaluation period as practically possible. Faculty assignments are subject to re-negotiation in the event of changes in the faculty member’s responsibilities or to meet unanticipated needs of the department.

Annual merit evaluation of the DPAS clinical track faculty will be conducted by the department head. The degree of input will reflect the distribution of effort and the nature of the appointment (Appendix 1). During this review, the faculty member, direct supervisor and department head may agree to modify the distribution of effort to meet the individual’s professional development goals and the programmatic needs of the department.

Annual evaluation materials are due on the first Monday in December, annually. Faculty members will be notified in early October to provide ample opportunity to assemble and submit required materials. If a faculty member, in spite of reasonable notice, fails to provide the necessary information, the department head will send a written reminder. If after being informed of the possible consequences, the faculty member still does not make the materials available, the evaluating administrator may assign that faculty member a “fails to meet expectations” rating. Since annual evaluation provides the basis for salary adjustment recommendations, any faculty member who fails to submit materials in a timely fashion provides the evaluating administrator with justification to recommend no increase in salary. For details regarding Annual Merit Salary Adjustment, see [Kansas State University Handbook](#) Sections C40- C48.3.

Two major communication requirements associated with the evaluation process are: 1) To establish an understanding of the plans of work/goals ([Kansas State University Handbook](#) C45.1) in the coming year in terms of responsibilities , and 2) To communicate the results of the evaluation clearly and constructively.



The written evaluation of each faculty member will contain three parts: 1) a review of the individual's assignment and the weight attached to each responsibility during the preceding evaluation period; 2) succinct assessments of effectiveness in performing each responsibility and a statement of the overall evaluation, which must be consistent with the weights assigned to the individual ratings; and 3) where appropriate, suggestions for improvement in Comments section. (See Appendix 1)

For the purpose of annual salary adjustments, the overall performance of each faculty member will be rated using the following "Overall Performance Categories":

1. Fallen below minimal acceptable levels of productivity
2. Fallen below expectations but has met minimum acceptable levels of productivity
3. Meets expectations
4. Exceeds expectations

Each faculty member will review and be given the opportunity to discuss his or her final written evaluation with the evaluating administrator. Before the evaluation is submitted to the next administrative level, each faculty member must sign a statement acknowledging the opportunity to review and react to the Evaluation and Overall Performance category. Because the amount of funds available for merit salary increases is generally not known at the time, specific percent salary increases may not be discussed at this stage. When this information becomes available, the dean of HHS or department head will inform each faculty member in writing of the recommended percent salary adjustment. ([Kansas State University Handbook](#) C40-C48.3)

## **ANNUAL EVALUATION MATERIALS**

### **Part 1: To be completed/compiled by the individual faculty member:**

1. Proposed Annual Plan of Work and Goals for Next Year (Appendix 2) - [Kansas State University Handbook](#) C45.1.
  - Includes percentage of time allocated to teaching & instructional growth, service, extension, and scholarship and professional development
  - Agreed upon by both faculty member and evaluating administrator
2. Approved goals for the current year
3. Summary of annual accomplishments
4. Goals for the upcoming year.
5. Curriculum Vitae (CV) with activities of the evaluated year highlighted.
6. Statement of service contributions.
7. Statement of cooperative extension.
8. Self-Evaluation (Appendix 12)
  - Allows the individual to review/personalize materials and responsibilities not quantifiable in the CV.
  - Should include summary of: high points of your accomplishments, including major

innovations; factors/obstacles that may have precluded you from achieving all your goals; and other scholarly work or acknowledgments not described elsewhere.

## **Part 2: Materials from outside sources**

1. Student Evaluation of Didactic Teaching (Appendix 8)
  - Faculty will be evaluated by students in each course taught.
  - For didactic courses, the university standardized questions for student evaluation of instruction will be used (Questions 1-14). Students are prompted to provide written comments.
2. Student Evaluation of Clinical Teaching (Appendix 9)
  - For clinical rotations, student responses are submitted and compiled in a web-based format to provide scored data and written comments.
3. Peer-review of didactic teaching activities (Appendix 10)
  - Faculty will be randomly selected and scheduled to conduct peer review of classroom instruction. Faculty with both clinical service and didactic teaching responsibilities, need two didactic and one clinical review. Department head reviews do not count toward the totals. Teaching evaluations may involve classroom, SIM lab, or clinical procedure or assessment lab activities.
    - Each evaluator will evaluate at least one lecture of two peers. Evaluator can use the Criteria For Classroom Peer Review (Appendix 10), or other approved assessment forms used in the DPAS.
    - Each faculty member being evaluated will provide a lecture schedule and any other lecture materials needed to each evaluator, and he or she may indicate which lectures they feel may be more appropriate for evaluation.
    - Evaluations should be turned in to the DPAS office as soon as they are completed. The DPAS office will provide a copy to the faculty member being evaluated.
    - Peer reviews of/by other departments will be accepted and count towards the two required evaluations.
    - Failure of an evaluator to perform this assignment may influence his or her annual evaluation assessment by the department head.
4. Peer-review of clinical teaching activities (Appendix 10)
  - To accomplish this goal, faculty evaluation schedule established above will be used.
  - At least one clinical teaching activity period will be evaluated at the return to campus.
  - Evaluations should be turned in to the DPAS office as soon as completed. The DPAS office will provide a copy to the faculty member being evaluated.
  - Peer reviews of/by other departments will be accepted and count towards the two required evaluations.
  - Failure of an evaluator to perform this assignment may influence his or her own annual evaluation.

## **Part 3: Completed by evaluating administrator (Appendix 1)**

Distribution of Effort Form

**Part 4: Criteria evaluated by the department head**

Teaching & Activities Related to Instruction

- Peer Reviews
- Self-Assessment Letter
- Student Evaluation of Instructor

Service

- Curriculum vitae
- Self-Assessment Letter

Scholarship & Professional Development

- Curriculum vitae
- Self-Assessment Letter

Extension (if applicable)

Collegiality and department citizenship

Please note that failure to meet expectations in any category by the department head will result in an overall rating of “Fallen below minimum acceptable levels of productivity”.

Point Scale for overall performance categories:

12-15	Exceeds Expectations
7-11.99	Meets Expectations
3-6.99	Fallen below expectations but has met minimum acceptable levels of productivity
0-2.99	Fallen below minimum acceptable levels of productivity

Using the discriminators outlined above, the reporting Administrator will assign a numerical score for each category, and a qualitative assessment of collegiality and department citizenship. These points will be used to determine merit increases. Example:

Teaching & Activities Related to Instruction	10	Meets Expectations
Service	12	Exceeds Expectations
Scholarship & Professional Development	10	Fallen below expectations but has met minimum acceptable levels of productivity
Extension - if applicable	15	Exceeds Expectations

(Percent Effort) X (Score) = Point subtotal for category

Category	% Effort	Score	Final
Teaching & Activities Related to Instruction	25%	10	2.5
Service	25%	12	3.0
Scholarship & Professional Development	10%	10	1.0
Extension	40%	15	6.0
Total	100%		12.5

Overall Evaluation = 12.5 = Meets Expectations

If a faculty member does not agree with their annual review, please see section in this document on Procedures for Appeal related to Grievances.

## **PROCEDURES AND CRITERIA FOR PROMOTION AND REAPPOINTMENT OF FACULTY**

### **Process for Promotion [Kansas State University Handbook](#)–Promotion C120-C156.2: Candidate Materials**

**Minimum documentation for each candidate for promotion include:**

1. Detailed criteria of academic appointment
2. Candidate Promotion Document
3. Current curriculum vitae
4. Department head letter
5. Copies of annual evaluation w/ clear job description
6. Teaching evaluations
7. Recommendations and comments of department faculty

The departmental missions of professional education, service, scholarship and professional development require investment in faculty with varying time allocations to these missions. Specific criteria for faculty promotion cannot be rigidly applied to all candidates, but must take into consideration responsibilities outlined in the appointment letter and modifications of these responsibilities recognized during the annual evaluation process.

There is no simple list of accomplishments that guarantee a faculty member will obtain promotion. Promotion is recommended based on the assessment of the faculty of the department, college, and university that a candidate has made outstanding contributions in assigned academic endeavors. Scholarly productivity, teaching ability, clinical aptitude, academic citizenship, and collegiality and department citizenship are all factors that are considered in a promotion decision.

The candidate should include in the portfolio a listing of annual goals and objectives (C45.1 [Kansas State University Handbook](#)) that will guide professional activities for the next five years. The portfolio goes to the Non-Tenure Track Faculty Review Committee for reappointment and promotion recommendations, which are submitted to the department head.

**The Non-Tenure Track Faculty Review Committee:** A committee to review the candidate's request and supporting materials will consist of non-tenured faculty above their current faculty rank. Faculty (non-tenured) 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 (non-tenured) will review those applying for a promotion to the highest rank. The chair of the committee will be 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. Faculty appointed to the NTT faculty review committee will be appointed by the department head, and will serve two and four year terms.

The department head will consider the responsibilities of the candidate during the evaluation period, and the accomplishments of the candidate in fulfilling those responsibilities. The written evaluation provided by the Non-Tenure Track Faculty Review Committee will be used by the department head 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 [Kansas State University Handbook](#))

**For reappointment**, the department head or program director (if the program has a designated program director) will conduct the review in consultation with the Non-Tenure-Track Faculty Review Committee as appropriate. 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 (C150-C153.2 [Kansas State 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., Clinical Assistant Professors would be promoted to Clinical Associate Professor). If the application for promotion is unsuccessful, the candidate 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, this 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 [Kansas State 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 DPAS 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 Non-Tenure-Track Faculty Review Committee's letter along with a written summary of the head's recommendation, including the type and length of appointment, and rationale for the recommendation to the College Dean. The College Dean forwards candidate's file to the College of Health and Human Sciences Promotion and Tenure Advisory Committee. This committee has three charges (section C153.2 [Kansas State University Handbook](#)): review the candidate's documentation and materials submitted for promotion; assure relevant procedures were followed; and, provide a written recommendation, including a vote, to the dean as to whether appropriate procedures were followed (refer to [Kansas State University Handbook](#)).

The Dean will approve or deny the request for promotion based on his own review, and the findings of the College of Health and Human Sciences Promotion & Tenure Committee.

### ***Term Appointments***

Term appointments carry no expectation of continued employment beyond the period stated in the contract. However, faculty members on term appointments can be considered for a subsequent term contract or for promotion in rank, using the same annual merit evaluation and promotion processes for non-tenure-track faculty on regular appointments.

### **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.

- 1. Responsibilities of Candidate:**
  - a. Prepare a complete and detailed Curriculum Vitae.
  - b. Provide a portfolio that documents activities and achievements completed during the period of evaluation in the categories being evaluated.
- 2. Responsibilities of the Department Head:**
  - a. Every year, the department head will identify and contact all applicable faculty members eligible for promotion.
  - b. Visits with potential candidates to reach a conclusion concerning the desirability and feasibility of consideration for promotion.
  - c. 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.
  - d. Provides a description of the candidate's responsibilities and tenths time to be included in the materials and documentation submitted.
  - e. Compiles recommendations, votes, and comments from the Review Committee.
  - f. Submits a recommendations to the dean, which is also shared with the DPAS NTT review committee. If recommendation differs from the review committee, rationale must be included.

- g. Provides the candidate with a copy of the department head's letter of recommendation to the dean.
- h. Forwards the following to the dean: the department head's recommendation, the Non-Tenure Track Faculty Review Committee letter and vote (if applicable), the transcribed, unedited comments of the faculty, and the candidate's application materials.

The timing of applying for promotion is generally similar to the tenure track positions, except there is no probationary period. Refer to C12.2 [Kansas State University Handbook](#)). The overarching expectation for Clinical Assistant to Clinical Associate Professor is that the candidate has met the full expectations, including sustained evidence of teaching and activities related to instructional growth, service, scholarly and professional development activities, and extension (if applicable). 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 CV, which includes a complete history of the candidate's credentials). If areas overlap with preceding years it should be made clear what was done during the period of the evaluation.

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

The registering and hearing grievances process is available in Appendix G of the [Kansas State University Handbook](#) 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.

#### **Evaluation Criteria (or Expectations) for Annual Review and/or Promotion.**

##### ***Teaching & Activities Related to Instructional Growth***

Teaching and activities related to instructional growth is defined as those activities associated with the professional design and delivery of course materials for students. Faculty will be assessed on their effectiveness and on their ability to engage students as well as their ability to assess students and the processes for achieving learning outcomes. Considering today's millennial student, it is important for faculty to recognize individual differences and learning styles in order to effectively plan, organize, and present courses both in the traditional classroom, online and in clinical settings. Under specific circumstances promotion may be granted primarily on the basis of teaching provided that most of the individual's time is spent in this role; an unusual level of excellence has been demonstrated; and the teaching fulfills a particularly important need for the department or college.

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



Teaching involves “efforts to assist 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.

Teaching commitments may include classroom, laboratory, and clinical instruction. Documentation of teaching participation must include a description of the teaching activities, lecture and/or student contact, and the candidate's relative importance to the teaching program (i.e. course director, laboratory coordinator, contact hours taught). The quality of the teaching is more important than the quantity. Quality teaching is judged by (A) peer faculty members, within the department, (B) student questionnaires and evaluations, and (C) the department head.

Examples of indicants that demonstrate teaching effectiveness include:

- a. Student ratings from standardized instruments that assess teaching effectiveness.
- b. Materials produced for individual courses such as course notes, posted slide sets, syllabi, instructional videos, and other instructional materials.
- c. Evaluations of testing materials and student test data.
- d. A record of consistent and effective course administration: posted lecture schedules, on-line course materials, and grade reporting.
- e. Development of innovative teaching materials, or creative contributions to the departmental instructional program.
- f. Assessment of teaching by peer faculty colleagues.
- g. Successful direction of high quality individual student work. e.g., independent studies and special student projects.
- h. Successful performance of teaching responsibilities that are unusually demanding requiring special expertise or preparation.
- i. Compiled student comments that indicate ability to inspire student interest and stimulate work and achievement by students.
- j. Professional publication of teaching materials in peer-reviewed journals, textbooks, commercial audio-visual tutorials, or peer-reviewed internet posted materials.
- k. Honors, awards or special recognition for teaching accomplishments.

### *Service*

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 [Kansas State University Handbook](#))

A variety of directed service roles contribute to the departmental mission. The department explicitly understands that these roles are fundamentally important to excellence in its academic programs. Productivity in directed service alone, in the absence of effectiveness in other assignments, will not be adequate for endorsement of promotion.

Non-directed service is classified as professional, institutional, or public-based professional service. Institutional service represents work essential to the operation of the section, department, college or university through committees, including faculty advising to (department sponsored) student organizations. Professional service provides leadership to one's profession or discipline at a national or international level. Committee responsibilities and officer positions held in national organizations indicate recognition for contributions to the discipline. Public service involves the application of a faculty member's professional time and expertise for the benefit of non-academic audiences. Non-directed service is an indication of academic citizenship; however, non-directed service cannot be the major grounds upon which promotion decisions are based. Expectations for productivity in non-directed service increase with seniority, with the greatest level of expectation at the rank of full professor. Non-directed service activities, while important and appreciated, command less influence than teaching, research, and directed service in considering an individual's contributions and qualifications for promotion.

Several indicants of excellence in non-directed service include:

Non-directed Service to the Institution:

- a. Delivery of continuing education in support of the institution.
- b. Contributions to departmental, college or university committees.
- c. Contributions to faculty governance, such as Faculty Council, Faculty Senate, Graduate Council, and College Committees on Planning.
- d. Special assignments to represent the university at local, national or international venues.
- e. Honors or special recognition for contributions to department, college or university committees or faculty governance.

Non-directed Service to the Profession:

- f. Delivery of continuing education for physician assistants at local, state, regional, national or international venues.
- g. Service to professional organizations through state, national, and international committee work.
- h. Reviewing or editing professional journals or textbooks.
- i. Reviewing grants and contract proposals for non-profit organizations.
- j. Special recognition for contributions to a professional organization or discipline.

Non-directed Service to the Public:

- a. Dissemination of professional knowledge to non-academic audiences through lay publications or public forums.
- b. Providing expert testimony to courts or legislative bodies.

### *Scholarship and Professional Development*

Scholarship and professional development is defined as development activity or projects that improve the expertise of a faculty member with the purpose of helping the faculty member better fulfill his/her position as a faculty member. These activities can take place within the college or at the local, regional, national or international level. Activities must be related to one's discipline or the field of education.

Indicants of excellence include but are not limited to:

- a. Faculty enrollment in a course at the graduate level
- b. Achieving advanced degrees
- c. Attendance at a conference, seminar or workshop
- d. Participation in staff development activities
- e. Conducting research
- f. Publishing journal or magazine articles, books, pamphlets, etc.
- g. Reviewing of professional books/articles
- h. Delivering presentations, facilitating workshops, giving seminars, etc.
- i. Maintaining professional currency (CME, Certification and State Licensing)
- j. Actively participating in professional organizations
- k. Serving as a consultant
- l. Apply expertise in the local, state, or national community
- m. Working in clinical practice

### *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.

Several indicants of excellence in extension include:

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

**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.

## **PROFESSORIAL PERFORMANCE AWARDS**

The Professorial Performance Award (PPA) rewards strong performance and sustained productivity by a full-time, clinical professor who has been in rank at least six years since the last promotion or PPA. The candidate must show evidence of sustained productivity during that time and the performance must be of a quality comparable to that which would merit promotion to professor by current departmental standards. The PPA award will provide a salary enhancement in accordance with [Kansas State University Handbook](#), Section C: Faculty Identity, Employment, Tenure (C49.1-49.14) and will be added to the base salary of the recipient. The award will be in addition to the merit raise provided by the annual evaluation process. Importantly, this award is not a form of promotional review and does not create a “senior” professoriate.

Evidence of strong performance and sustained productivity is based on the professor's scholarship record, national and/or international recognition, and a distinguished career that demonstrates excellence in teaching, research, and/or service/outreach.

Professors who believe they meet the criteria for the Professorial Performance Award as given in section C49 of the [Kansas State University Handbook](#) may choose to apply for the award at the same time they submit annual evaluation materials. (C49.4 [Kansas State 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 [Kansas State 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, Service and Scholarship) 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 DPAS Non-Tenure-Track Faculty Review Committee, at least one week before the committee meets.
4. The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to professor. To meet this criteria the Non-Tenure-Track Faculty Review 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. **After** the discussion, members of the Non-Tenure-Track Faculty Review 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 provide his/her independent judgement, and will summarize the comments and vote from the College of Health and Human Sciences Promotion and Tenure Committee.
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 their 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 [Kansas State 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, including the Professorial Performance Award Evaluation Form (Appendix 13) completed by the evaluating administrator.
  - 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 [Kansas State University Handbook](#).

### **CHRONIC LOW ACHIEVEMENT AND MINIMUM PERFORMANCE STANDARDS**

All DPAS faculty should demonstrate a competent level of **teaching and other creative activities related to instructional growth, service, and professional growth and 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 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 (C31.8)**

All clinical track faculty members receiving a performance of “fallen below minimum acceptable levels of productivity ” as determined by the department head for any consecutive two year period in any critical area of responsibility of the regular annual faculty evaluation will be reviewed by an ad-hoc committee of peers selected by the Dean who will provide specific and timely recommendations to improve the area(s) of poor performance. These recommendations will be guidelines for a written agreement between the department head and the faculty member in question as to the standard(s) expected for improvement to a designation of “meeting expectations” in the deficient area(s).

#### **Termination and Non-Renewal of Clinical Track Faculty:**

Termination of clinical track faculty during the term of the appointment must be in accordance with University policies for termination of a continuous appointment. Termination is based on departmental chronic low achievement and University ([Kansas State University Handbook](#) C160.3 and C75) policy. Standards of notice of non-reappointment apply to clinical track faculty as outlined in the [Kansas State University Handbook](#) (Appendix A). Clinical track faculty members are eligible to grieve as outlined in Appendix G of the [Kansas State University Handbook](#). Clinical track faculty are subject to dismissal necessitated by University or College financial exigency (Appendix B, [Kansas State University Handbook](#)).

## APPENDICES

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- APPENDIX 1..... Distribution of Effort
- APPENDIX 2..... Proposed Annual Plan of Work and Goals
- APPENDIX 3..... Summary of Annual Accomplishments
- APPENDIX 4..... Objectives for Next Year
- APPENDIX 5..... Teaching and Activities Related to Instructional Growth
- APPENDIX 6..... Scholarship & Professional Development
- APPENDIX 7..... Service
- APPENDIX 8..... Extension
- APPENDIX 9..... Student Evaluation of Didactic Teaching
- APPENDIX 10..... Student evaluation of Clinical Teaching
- APPENDIX 11..... Peer Evaluation of Teaching
- APPENDIX 12..... Self-Evaluation Form
- APPENDIX 13..... Professional Performance Award Evaluation Form



**APPENDIX 1 – DISTRIBUTION OF EFFORT**

**Department of Physician Assistant Studies**  
**Faculty Annual Evaluation**  
 Calendar Year \_\_\_\_\_ Faculty Member: \_\_\_\_\_

Category	% Effort	Score	Final
Teaching & Activities Related to Instructional Growth			
Service			
Scholarship and Professional Development			
Extension			
Total			

**Comments on Collegiality and Departmental Citizenship:**

**Overall Evaluation:**

**Comments Regarding Performance**

**Concurrence with Goals for Next Year**

**Distribution of Effort for Next Year**

Teaching & Activities Related to Instruction %  
 Service %  
 Scholarship & Professional Development %  
 Extension %

\_\_\_\_\_  
 Evaluating Administrator

\_\_\_\_\_  
 Date

I have reviewed my annual evaluation and have had an opportunity to meet with the department administration.

\_\_\_\_\_  
 Signature of Faculty

\_\_\_\_\_  
 Date

## APPENDIX 2 – PROPOSED ANNUAL PLAN OF WORK AND GOALS

### Department of Physician Assistant Studies Proposed Annual Plan of Work and Goals for the Period January 1, \_\_\_\_ to December 31, \_\_\_\_

Faculty name: \_\_\_\_\_

Proposed Academic Plan      % of time

- I. Teaching & Activities Related to Instructional Growth (includes: clinical, didactic, laboratory, and graduate student instruction) \_\_\_\_\_
- II. Service \_\_\_\_\_
- III. Scholarship & Professional Development \_\_\_\_\_
- V. Extension \_\_\_\_\_

#### Academic Goals

- I. Teaching
  - A. Goals for:
    - 1. Specific changes proposed for lectures, if any
    - 2. Other teaching changes/innovations
    - 3. Other goals to change or improve teaching (i.e., attending seminars/courses on teaching)
  - B. Long-term goals
- II. Service:
  - A. Annual goals
  - B. Long-term goals
- III. Scholarship & Professional Development
  - A. Annual goals
  - B. Long-term goals
- IV. Extension
  - A. Annual goals
  - B. Long-term goals

## **APPENDIX 3 – SUMMARY OF ANNUAL ACCOMPLISHMENTS**

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Instructions: Provide a one-page summary of your major achievements in teaching and instructional growth, service, and professional growth and 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

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## **APPENDIX 4 - OBJECTIVES FOR NEXT YEAR**

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Instructions: Provide a statement of your goals for the next year with respect to teaching and activities related to instructional growth, administration, service, scholarship and professional growth, and extension. Statement is limited to the space provided below.

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## **APPENDIX 5 - TEACHING & ACTIVITIES RELATED TO INSTRUCTIONAL GROWTH**

**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 Sciences and the Department of Physician Assistant Studies 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. **Additional documentation submitted may include one or more of the following:** peer evaluations, teaching portfolios, awards, or course materials such as reading lists, syllabi, and examinations, special contributions to effective teaching for diverse student populations, preparation of innovative teaching materials or instructional techniques, special teaching activities outside the university, exit interviews, and graduate interviews and surveys to obtain information about teaching effectiveness.

---

### **Classroom Instruction:**

Semester	Course Number	Course Title	CR	Lab / Lec	# of Students	
					Grad	UG
SPRING						
SUMMER						
FALL						

**Non-classroom Instruction.** For example practica, internships, special problems courses and other non-classroom teaching activities.

**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 6 - SCHOLARSHIP & PROFESSIONAL DEVELOPMENT**

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Instructions: Faculty Scholarship & Professional Development activities and continuing medical education that assist Physician Assistants in maintaining competence, and educate them in new and developing trends/areas in the field of medicine, through enrichment, knowledge, and skills in the areas of PA education, scholarship, management and leadership are included to meet the changing needs of Physician Assistant educators. Knowledge gained by PA faculty benefits the DPAS and the university. Please provide a list of scholarship & professional development activities below.

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## APPENDIX 7 - SERVICE

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**Instructions:** The DPAS 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 you served on.

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Institutional:

- a. Department. Service on departmental committees, advises/supports student interest group or other dept organizations, assists or participates in dept-sponsored activities, cultivates productive relationships with outside agencies, actively participates in recruitment/retention activities.
  
- b. College. Service on college committees (e.g. Faculty Council, Open House), participates in alumni activities, fund-raising for college (e.g. tele fund), supports other college activities.
  
- c. 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 JPAE, Clinical Advisor, JAAPA or PAEA. Peer reviewers of articles/manuscripts/proposals/textbooks/ etc. Serves as a professional consultant to public or private organizations, collaborates in efforts with outside agencies. Volunteer work for the ARC-PA, PAEA, NCCPA or AAPA.



## APPENDIX 8 – EXTENSION

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**Instructions:** Provide a summary reflecting your 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 9 – STUDENT EVALUATION OF DIDACTIC TEACHING

Department of Physician Assistant Studies College of Health and Human Sciences,  
Kansas State University

	Poor	Fair	Average	Above Average	Excellent	N/A	Total	Weighted Average
Class Discussion								
Class Atmosphere.								
Assignments								
Methods of Evaluation								
Fair and Equitable Grading								
Clarity in Explanation of ideas								
Availability outside of class								
Poise, Self Confidence								
Instructional Preparation								
Ability to create interest in subject								
Tolerant of other viewpoints								
Courteous and respectful of students								
Course requirements and objectives								
Overall evaluation of instruction								

### **Rate Yourself on:**

12. Your interest in taking this course before you enrolled.
13. Your effort to learn in this course (for example -- studying, doing assignments, thinking about the ideas).
14. The amount you have learned in this course.

Use this space to write any additional comments you wish to make. The written comments will not be anonymous.

**APPENDIX 10 – STUDENT EVALUATION OF CLINICAL TEACHING**

**Department of Physician Assistant Studies, College of Health and Human Sciences  
Kansas State University**

**Please rate the following in regards to the  
K-State Physician Assistant Clinical Faculty:**

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	N/A	Total	Weighted Average
The clinical faculty was accessible and easy to approach during clinicals.								
The clinical faculty encouraged participation.								
The feedback assisted me in improving my performance.								
The clinical faculty stimulated interest in the clinical area.								
The clinical faculty encouraged questions in the clinical area.								
My written work was graded fairly.								
Feedback regarding written work assisted me in improving my paperwork.								
The clinical faculty provided remediation when necessary.								
The clinical faculty was aware of student learning objectives.								
The clinical faculty supported the achievement of learning objectives.								
Was available for assistance when needed.								
Overall, how effective was the clinical faculty in helping you succeed in the clinical year								

Please provide constructive input regarding clinical teaching of the specified faculty member. Your name will be identified with your comments to the faculty member.

**Appendix 11 - PEER EVALUATION OF TEACHING**

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

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

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

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

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

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

Approximate Number in Class

the day of evaluation:                      <36                      36-40                      >40  
\_\_\_\_\_

**Was the day planned for a lecture, discussion, 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 teaching effectiveness:

1. Was the instructor on time for class?      **Yes**\_\_\_\_\_      **No**\_\_\_\_\_
2. Was time spent efficiently?                      **Yes**\_\_\_\_\_      **No**\_\_\_\_\_
3. Were the objectives for the day’s activities made clear? **Yes**\_\_\_\_\_ **No**\_\_\_\_\_ Vague\_\_\_\_\_

**Comments:**

4. Was the instructor being reviewed well prepared for class?
5. Did the instructor use questions to stimulate critical thinking ?
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. Did the instructor speak clearly and audibly?
12. Did the presented material pertain to the assigned/scheduled topic(s)?
13. Was the material updated to reflect current developments in medicine?
14. Was the content delivery appropriate for the level of the class?
15. Were the materials presented and explained logically and orderly?
16. Were the slides/audio presentations/videos/handouts adequate to support the didactic lecture?
17. Was the syllabus reviewed?

Overall Summary Of Effectiveness and Suggestions. *(Use this space to outline teaching strategies that were well executed, and summarize constructive suggestions for improvement):*

## APPENDIX 12 – SELF-EVALUATION FORM

Faculty members will submit a copy of their updated curriculum vitae (CV) as part of their annual self-evaluation process as well as a self-evaluation statement. Write about your past job performance and plans for continued professional growth and development. As you write this self-evaluation, take into consideration the specifics given previously under **Evaluation Criteria** on page 12.

- Teaching and Activities Related to Instruction
  - What new effective classroom activities or pedagogical approaches have you used recently?
  
  - How did you develop or continue to develop your activities and approaches?
  
  - Summarize your course evaluations.
  
- Service to: Institution-program, college, and/or university professional responsibilities; wider community involvement
  - In what ways did you participate on campus?
  
  - In what ways did you participate in community/statewide/national/international service?
  
- Scholarship and Professional Development
  - What were some major professional challenges this year and how do you plan on addressing these in the future?
  
  - Which activities best enhanced professional performance and scholarship this year?
  
- Extension
  - Which aspects of your extension work went well this year? How would you change your approach to better achieve your objectives?

**APPENDIX 13 –PROFESSORIAL PERFORMANCE AWARD EVALUATION FORM**

**PROFESSORIAL PERFORMANCE AWARD EVALUATION FORM**

**DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES**

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

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

Date of Promotion to Professor at K-State: \_\_\_\_\_ Date of Last Performance Review: \_\_\_\_\_

Overall Annual Assessment of Performance for the last six years:

mm/dd/yr.	Meets Expectations <input type="checkbox"/>	Meets Expectations – High <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
mm/dd/yr.	Meets Expectations <input type="checkbox"/>	Meets Expectations – High <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
mm/dd/yr.	Meets Expectations <input type="checkbox"/>	Meets Expectations – High <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
mm/dd/yr.	Meets Expectations <input type="checkbox"/>	Meets Expectations – High <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
mm/dd/yr.	Meets Expectations <input type="checkbox"/>	Meets Expectations – High <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
mm/dd/yr.	Meets Expectations <input type="checkbox"/>	Meets Expectations – High <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>

**RECOMMENDATION:**

**Signatures:**

Faculty Member \_\_\_\_\_

My signature signifies that I have seen the evaluating Administrator’s recommendation.

Date \_\_\_\_\_ Evaluating Administrator \_\_\_\_\_

**Comments by Dean**

Dean \_\_\_\_\_ Date \_\_\_\_\_