

**DEPARTMENT OF COMMUNICATIONS AND
AND AGRICULTURAL EDUCATION**

ANNUAL EVALUATION GUIDELINES
(Approved by Faculty Vote on 12/09/11)

PROMOTION AND TENURE GUIDELINES
(Approved by Faculty Vote on 12/09/11)

REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES *(WHICH INCLUDES THE CHRONIC
LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD):
9/2016

REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES*: **9/2016**

Kristina Boone, Department Head

Date signed: _____

Gary Pierzynski, Interim Dean

Date signed: _____

April Mason, Provost

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.*

Department of Communications
 and Agricultural Education
 Guidelines, Standards, and Procedures
 for Reappointment, Promotion, Tenure,
 Mid-Tenure Review, Professorial Performance Award,
 and Annual Performance Appraisal

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Mission Statements

Department of Communications and Agricultural Education

The mission of the Department of Communications and Agricultural Education is to create, manage, and deliver research-based information, and to offer research and teaching in agricultural education and agricultural and environmental communications, to improve the quality of life and standard of living for Kansans.

College of Agriculture

The mission of the College of Agriculture is to develop human capital at the undergraduate and graduate levels to support agriculture, agriculturally related industries, natural resources management, education, and research. In doing so, the College of Agriculture educates people for productive lives that contribute to agriculture, society, and to the economic competitiveness of Kansas.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

K-State Research and Extension is dedicated to a safe, sustainable, competitive food and fiber system, and to strong, healthy communities, families, and youth through integrated research, analysis, and education.

Kansas State University

Kansas State University is a comprehensive, research, land-grant institution first serving students and the people of Kansas, and also the nation and the world.

Since its founding in 1863, the university has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, Kansas State University shares responsibilities for developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus to its instructional, research, and extension activities, which is unique among the Kansas Board of Regents' institutions.

Through quality teaching, the university is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies through a variety of disciplinary and professional degree programs. To meet these intentions, the institution dedicates itself to providing academic and extracurricular learning experiences that promote and value both excellence and cultural diversity. Kansas State University prepares its students to be informed, productive, and responsible citizens who participate actively in advancing cultural, educational, economic, scientific, and socio-political undertakings.

Research and other creative endeavors comprise an essential component of Kansas State University's mission. All faculty members contribute to the discovery and dissemination of new knowledge. These efforts, supported by public and private resources, are conducted in an atmosphere of open inquiry and academic freedom. Basic to the pursuit of this mission is the university's commitment to broad-based programs in graduate education at both the master's and doctoral levels.

Kansas State University's mission includes enriching the lives of the citizens of Kansas by extending to

them opportunities to engage in lifelong learning and to benefit from the results of research. The university addresses this charge through mutually supportive activities on its Manhattan, Salina, and Olathe campuses, research and extension sites at numerous locations, outreach programs offered throughout the state and nation, and international activities.

The mission of Kansas State University is enhanced by symbiotic relationships among the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life through research applications. Coordinated teaching, research, and extension services help develop the highly skilled and educated work force necessary to the economic well being of Kansas, the nation, and the international community.

Department of Communications
and Agricultural Education
Guidelines, Standards and Procedures
for Reappointment, Promotion, Tenure, Mid-Tenure Review
and Professorial Performance Award

Revised 2011

I. REAPPOINTMENT PROCESS

This section describes the timing, procedures, and criteria for reappointment in the Department of Communications and Agricultural Education. All tenure-track faculty and unclassified professionals in the Department of Communications and Agricultural Education are evaluated annually for reappointment.

A. Timing

The time frame for reappointment varies depending upon years of service (see *University Handbook*, C50.1-56–C60-66 for reappointment, and C160.1–162.5 and C170.1–172 for nonreappointment, <http://www.k-state.edu/academic-services/fhbook/fhsecc.html>)

1. Tenure-Track Faculty

a) New tenure-track faculty are evaluated for reappointment in the winter of the first year at Kansas State University; notice of nonreappointment must be given by March 1 if services are to terminate the following June 1. To provide at least a six-month evaluation period, the first year is defined as the fiscal year in which the individual was first appointed, unless the appointment date was after September 30. For example, a faculty member appointed any time between October 1, 2010, and September 30, 2011— and who is denied reappointment in the following year — must be notified of nonreappointment no later than March 1, 2012.

b) Tenure-track faculty in the second year at K-State are evaluated for reappointment in the fall of that year; notice of nonreappointment must be given by December 15 if services are to terminate the following June 1. For example, a faculty member who is appointed between October 1, 2010, and September 30, 2011— and who is denied reappointment in his/her second year — must be notified of nonreappointment no later than December 15, 2012.

c) Tenure-track faculty with more than two years of service are evaluated in the winter of each year; notice of nonreappointment must be given by May 31 of the calendar year before nonreappointment.

2. Unclassified Professionals

- a) All unclassified professionals are evaluated for reappointment in the winter.

Unclassified professionals in their first year at K-State must receive written notice of nonreappointment by March 1 if services are to terminate June 1. To provide an evaluation period, the first year is defined as the fiscal year in which the individual was first appointed, unless the appointment date was after September 30. For those appointed after September 30, the “first year” ends with the fiscal year after the year of appointment. (See University Handbook at <http://www.k-state.edu/academicservices/fhbook/fhsecc.html>.)

- b) Unclassified professionals in their second year at K-State must be receive written notice of nonreappointment by December 15 of the calendar year before the current appointment ends on June 1.

- c) Unclassified professionals with more than two years of service must be provided 12 months’ written notice of nonreappointment.

B. Reappointment Criteria

Faculty members and unclassified professionals are evaluated for reappointment in all areas in which they are assigned responsibility. See the beginning of this document for respective departmental, College of Agriculture, and Kansas State University Agricultural Experiment Station and Cooperative Extension Service (K-State Research and Extension) mission statements. Reappointment and recommendations are based on the total period of service.

1. Research

When research is part of the candidate’s assigned responsibility, the candidate for reappointment should demonstrate commitment to and excellence in research. Such commitment and excellence are shown by the regular publication or acceptance for publication of high-quality, original manuscripts — whether authored or coauthored — and may include the following: the regular presentation of high-quality work (such as at conferences, the procurement of grants and/or fellowships, awards for and/or the reprinting of one’s work, and similar events or activities). Other evidence of accomplishment in research is described in Chapter 2, page 9, of *Effective Faculty Evaluation: Annual Salary Adjustment, Tenure and Promotion* at <http://www.k-state.edu/academicservices/depthead/promotion/chap2.html>.

2. Teaching

When teaching and advising are part of the candidate’s assigned responsibility, the candidate for reappointment should demonstrate sustained excellence in and commitment to teaching and advising. Teaching and advising strategies include efforts to assist students in gaining knowledge, understanding, and proficiency in their content areas as well as providing guidance in course and internship selections, and being available for professional guidance. The kinds of evidence necessary to show such sustained excellence and commitment may include regular student and peer evaluations in teaching as well as advising, but other sources should be examined as well. Faculty should provide evidence regarding teaching effectiveness and advising effectiveness — preparation of instructional

materials and syllabi, and student assessment — in their reappointment materials. Multiple indicators are used to determine teaching effectiveness. Other evidence of accomplishment in teaching is described in Chapter 2, pages 6–8, of *Effective Faculty Evaluation: Annual Salary Adjustment, Tenure and Promotion* at <http://www.k-state.edu/academic-services/depthead/promotion/chap2.html>.

3. Extension

When extension is part of the candidate’s assigned responsibility, the candidate for reappointment should demonstrate commitment to and excellence in extension work. Quality program planning, program development and implementation, program evaluation, and further evidence of scholarship show such commitment and excellence. Other evidences of accomplishment in extension are described in Chapter 2, pages 11–12, of *Effective Faculty Evaluation: Annual Salary Adjustment, Tenure and Promotion* at <http://www.k-state.edu/academic-services/depthead/promotion/chap2.html>.

4. Directed Service

Directed service is explicitly delineated in a faculty member’s position description. This service furthers the mission and is central to the goals and objectives of the department/university. Assignments such as departmental unit leadership and temporary international assignments are examples of directed service. When directed service is part of the candidate’s assigned responsibility, the candidate for reappointment should demonstrate commitment to and excellence in directed service.

5. Nondirected Service

Generally, specific expectations of nondirected service are not delineated in job descriptions, and much latitude exists for faculty members to choose how they will fulfill the obligation for nondirected service. Nondirected service may be directed to the institution, profession, or public. Evidence to show excellence and commitment may cover regularly accepting committee assignments and successfully performing one’s duties on those committees; organizing, directing, and/or participating in special meetings/seminars; advising students and student organizations; chairing and/or organizing conferences and/or conference sessions; participating in professionally related community service; and similar activities. Other evidence of accomplishment in nondirected service is described in Chapter 2, pages 10–11, of *Effective Faculty Evaluation: Annual Salary Adjustment, Tenure and Promotion* at <http://www.k-state.edu/academic-services/depthead/promotion/chap2.html>. Candidates for reappointment should consult this resource when preparing their reappointment files.

6. Chronic Low Achievement

In accordance with Section C31.5 of *University Handbook* (Chronic Low Achievement) <http://www.k-state.edu/academic-services/fhbook/fhsecc.html>, faculty who receive a performance rating of “Fails to Meet Expectations” in teaching, research, extension, or directed service fail to achieve the minimum acceptable level of productivity as defined in the Procedures, Criteria, and Standards for Annual Merit Evaluation approved by the Department of Communications on May 27, 1994 (amended April 2006, and amended again December 12, 2011, by the Department of Communications and Agricultural Education). Standards are:

Meets All Position Requirements. Strong, consistent performance, working individually and with others. Quality and quantity of work produced are consistent, appropriate and timely. Performance may exceed some position requirements and generally meets all others.

Exceeds Position Requirements. Consistent performance at an exceptionally high level individually and with others. Produces a large quantity of high quality material in a timely manner. Performance clearly exceeds a majority of position requirements and meets standards for the remainder.

Fails to Meet Position Requirements. Performance fails to meet most position requirements. Quality or quantity of work produced is unacceptable. Performance must improve immediately and significantly. This rating results in no salary increase for the next contract period in which an increase is available. Employees with this rating are subject to nonreappointment, as outlined in the *University Handbook* C160.1–162.5 (faculty) and C170.1–172 (unclassified professional staff).

7. Those who fail to achieve the minimal level of productivity would become subject to the procedures and criteria in Section C31.5 of the *University Handbook* at <http://www.k-state.edu/academicservices/fhbook/fhsecc.html>. When a tenured faculty member's performance first falls below the departmental standards, the department head shall inform the faculty member in writing and also suggest a course of action, in writing, to improve the faculty member's performance. The faculty member may request an independent evaluation of performance by the Department of Communications and Agricultural Education Faculty Evaluation Committee (those faculty members holding the same or higher rank). If the faculty member has two successive evaluations below the minimal acceptable level of productivity, or a total of three such evaluations in any five-year period, then "dismissal for cause" will be considered at the discretion of the dean.

C. Reappointment Procedures for Tenure-Track Faculty

1. Each year the department head directs each candidate for reappointment to compile and submit documentation of individual or collaborative professional accomplishments.

2. Each tenure-track faculty member submits to the department head a file of materials for review. Materials should include a completed copy of the departmental performance appraisal form, with the narrative in the format used for promotion and tenure, and other relevant materials, which should include both teaching and advising evaluation scores, as evidence of accomplishment. Candidates for reappointment will also be expected to consult the *University Handbook* at <http://www.k-state.edu/academicservices/fhbook> and *Effective Faculty Evaluation: Annual Salary Adjustment, Tenure and Promotion* at <http://www.k-state.edu/academicservices/depthead/promotion/finalcon.html> to determine what can be submitted for evidence of accomplishment. Copies of these documents can be found on the K-State Website “Guidelines for Format of Documentation,” <http://www.k-state.edu/academicservices/forms>, or in the main departmental office. Faculty member who are unclear about what evidence to include in reappointment materials should consult with the department head.

3. The department head forwards to the dean his or her written recommendation, an accompanying explanation regarding reappointment or nonreappointment, and the candidate’s complete file. [The extra-departmental procedure for reappointment is explained in sections C54, C55, and C56 of the *University Handbook* at: <http://www.k-state.edu/academicservices/fhbook/fhsecc.html>. Faculty members must be explicitly informed in writing of a decision not to renew their appointments in accordance with the Standards of Notice of Nonreappointment (see Appendix A of the *University Handbook* at: <http://www.k-state.edu/academicservices/fhbook/fhxa.html>)]

II. PROMOTION, TENURE AND PROFESSORIAL PERFORMANCE AWARDS FOR FACULTY IN ACADEMIC RANKS

Over the course of a faculty member's career, a progressive pattern of professional development should occur. As a faculty member moves through the professorial ranks, the degree of involvement is expected to increase and progress to higher levels of professional contribution. See Appendix of this document for further detail regarding expectations. This section describes the guidelines, standards, and procedures for promotion, tenure, mid-tenure review, and professorial performance awards.

A. Guidelines for Promotion and Tenure

The following guidelines mirror those of the university as explained in the *University Handbook* (<http://www.k-state.edu/academic/services/fhbook/fhsecc.html>) and *Effective Faculty Evaluation: Annual Salary Adjustments, Tenure, and Promotion*. (<http://www.k-state.edu/academic/services/depthead/promotion/chap2.html#B>).

1. Tenure should be granted only to those who demonstrate individual excellence and exhibit expertise corresponding to the present and anticipated needs of the university. Tenure decisions are based mainly on candidates' contributions to institutional mission. Tenure evaluation is not merely the sum of the annual merit evaluations.
2. Because institutional excellence is enhanced by faculty versatility, a faculty member who can perform outside a narrow specialty is of greater value to the institution. Recommenders should consider a candidate's ability to function across major areas of work; i.e. teaching, research, and extension, as well as directed and nondirected service. Primary consideration for promotion and tenure, however, will be based upon assigned responsibilities.
3. "The beginning faculty member is serving a kind of internship . . . and . . . he/she may not always be the best judge of his/her own effectiveness. An occasional word of caution, advice, or encouragement from experienced colleagues can therefore be very salutary. If the time comes that the department, division, and administration conclude that his/her connections with the institution should be severed, the responsible officials of the institution should feel completely free to explain to him/her the basis of their decision. However, if reasons are given for nonreappointment, the institution does not assume the burden of demonstrating the validity of its reasons. To be sure, the faculty member may question whatever reasons are given him/her. But unlike the tenured teacher, he/she does not as a probationer have what can be considered a claim to his/her position, and it would thus seem unreasonable to compel the institution to account for this exercise of its prerogative, much less carry the burden of justifying its decision." (*University Handbook* C80.2) A junior faculty member will not, however, be given notice of nonreappointment for reasons that violate his/her academic freedom. (Please refer to Part D. Mid-probationary Review.)
4. Tenure should be awarded to those who are excellent overall in job performance. Behaviors that adversely affect collegiality or are chronically disruptive influence tenure decisions.

5. Because no probationary time is transferred into Kansas State University, candidates may request that they be considered for tenure and promotion at any time during the probationary period.

6. Promotion to Associate Professor: Because promotion to associate professor must confer tenure and because tenure is not given to assistant professors (effective July 1994), a positive decision of promotion to associate professor is also a positive decision for tenure. For persons appointed at the rank of assistant professor, the maximum probationary period for gaining promotion and tenure consists of six regular annual appointments. Candidates not approved for tenure during the sixth year of service will be notified by the dean that the seventh year of appointment will constitute the terminal year of appointment.

7. Promotion to Full Professor: Promotion to professor is based on attainment of excellence in the assigned responsibilities of the faculty member; candidates for promotion to full professor must be able to demonstrate that they are leaders in their fields and have attained national or international recognition of that leadership. Typically, a person serves at least six years at the associate professor level before applying for full professorship.

B. Criteria and Standards for Promotion and/or Tenure

Each candidate for promotion and/or tenure will be judged on assigned responsibilities that may include one or more of these areas: teaching, research, extension work, directed and nondirected services. While the department recognizes that some overlap exists among these categories, for the sake of simplicity each will be considered separately below. In addition to meeting these criteria, all candidates will also be expected to consult the *University Handbook* (<http://www.k-state.edu/academic/services/fhbook/fhsecc.html>) and *Effective Faculty Evaluation: Annual Salary Adjustment, Tenure and Promotion* (<http://www.ksu.edu/academic/services/depthead/promotion/chap2.html#B>) for relevant standards and criteria.

1. Research

If the appointment contains research tenths, the candidate must demonstrate sustained excellence in and commitment to research. The kinds of evidence necessary to show such sustained excellence should include the regular publication or acceptance for publication of high-quality, original manuscripts — whether authored or co-authored — and may include the following: the regular presentation of high-quality work (such as at professional meetings and/or conferences), the publication of collections and/or editions, the procurement of grants and/or fellowships, awards for and/or the reprinting of one's work, and so forth. Because the field of communications comprises numerous disciplines and sub-disciplines, each of which has its own expectations and norms, and because no mathematical formula can equate the quality/quantity of the various kinds of research for even one of those disciplines or sub-disciplines, the department does not require a fixed quantity of scholarship and/or creativity in any one category before a candidate can be recommended for tenure. At the same time, however, the department believes that candidates should usually be able to accomplish research equivalent to the placement with respected journals and/or presses of several manuscripts before the tenure review process begins. It will be the responsibility of each candidate to show how the individual portfolio

of work achieves not only the department's standard of quantity, but also its standards of excellence and consistency.

The following are examples of research activities as evidence of professional job performance. Items are not ranked or weighted.

- a) **Innovation and relevance of research programs**
Faculty members with a research appointment are expected to maintain an active research program. The nature of the research program should be integrated within the mission of the department, the College of Agriculture, and K-State Research and Extension. The program should demonstrate creativity in addressing goals. This can be demonstrated by:
 - (1) Consulting with other faculty and industry personnel on research needs.
 - (2) Developing State of Kansas- or Hatch-funded projects that are approved by the Agricultural Experiment Station.

- b) **Cooperative and interdisciplinary research efforts**
Faculty members with a research appointment are expected to cooperate with other faculty, within or outside the department, in developing and successfully completing research that is within the mission of the department, the College of Agriculture, and K-State Research and Extension.

- c) **Generation of program support**
In addition to seeking support through the Agricultural Experiment Station (AES), efforts should be made to procure support for research activities. Faculty should continue:
 - (1) Seeking and obtaining extramural funding through foundations, USDA, and other appropriate federal, state, and private agencies.
 - (2) Seeking and obtaining gifts-in-kind to support research programs.

- d) **Publications and other accomplishments**
Research is not complete until the results are disseminated to targeted audiences such as: the research community, industry, and when appropriate, the public. Methods of dissemination include (items are not ranked or weighted):

- (1) Publishing research results in peer-reviewed scientific journals, trade or industry magazines.
- (2) Presenting research results at state, regional, national, or international scientific meetings with publication of abstracts, when appropriate, or in edited proceedings.
- (3) Preparing and successfully placing articles and news releases in media for appropriate audiences.
- (4) Presenting seminars to report research and scholarly work within or outside the department.
- (5) Developing intellectual properties, including such products as computer software, research tools, and multi-media such as CD-ROMs, DVDs, videotapes, or other electronic media.

e) Other activities

On occasion, a faculty member may be called upon to participate as a qualified research expert in agriculturally related activities, including many areas already identified in Section D40 of the *University Handbook* (<http://www.k-state.edu/academic-services/fhbook/fhsecc.html>) as related to research.

2. Teaching

If the appointment contains teaching tenths, the successful candidate for promotion and/or tenure must demonstrate sustained excellence in and commitment to teaching and advising. The kinds of evidence necessary to show such sustained excellence and commitment must include regular student and peer evaluations and teaching/advising awards. Other sources may include special contributions of teaching diverse student populations, producing pedagogical publications, assessing student learning outcomes, and supporting the particular needs of the department, as laid out in the *Faculty Evaluation: Annual Salary Adjustment, Tenure and Promotion* (Chapter 2, pages 6–8, <http://www.k-state.edu/academic-services/depthead/promotion/chap2.html#B>). The department does not require a fixed quantity of excellence in any one category before a candidate can be recommended for promotion and tenure; it will be the candidate's responsibility to show that his or her record of teaching achieves the department's standards of excellence and consistency.

The following items are examples of activities viewed as evidence of professional job performance in teaching. Items are not ranked or weighted.

a) Contributes to curriculum and program development

Teaching faculty are expected to contribute to the constant process of curriculum renewal. Ways in which faculty contribute to curriculum and program development may include the following:

- (1) Offering courses within professional specialization on a regular basis.
- (2) Participating in department's course and curriculum committee or working with the committee on curriculum matters.
- (3) Assisting other faculty, when appropriate, with guest lectures, field trips, or reviews of lecture notes, tests, laboratory exercises, etc. Other faculty may be within or outside the department.

b) Innovative and creative teaching activities

Teaching faculty are expected to update pedagogy and introduce new methods to stimulate an active learning environment. The following activities demonstrate innovative creative activity:

- (1) Revising course syllabi and handouts.
- (2) Improving and/or developing visual aids and strategies to enhance student learning.
- (3) Developing and/or improving such teaching aids as DVD's, computer software, manuals, case studies, problem-solving exercises, social media, etc.
- (4) Publishing articles in peer-reviewed journals, chapters in textbooks, and/or manuals on subject matter or teaching methods.
- (5) Giving professional presentations at national meetings.
- (6) Planning field trip experiences that have clear objectives and outcomes.
- (7) Recognition of excellence in teaching through teaching awards.

c) Student-instructor relationships

Faculty should develop a good working relationship with students to facilitate the students' abilities to develop professionally and to acquire habits that will assist them with lifelong learning. Activities may include:

- (1) Assisting students in planning and seeking internships and other independent-learning activities.
- (2) Assisting student clubs and organizations through advising, speaking at club meetings, assisting with special projects, and other participation activities.
- (3) Assisting students with awards, scholarships, and other state, regional, or national competitions.
- (4) Directing students who need special assistance to such appropriate campus offices as Career and Employment Services, University Counseling Center, College of Education Student Services, Student Financial Assistance, etc.
- (5) Assisting students in career planning and job placement.
- (6) Meeting with prospective students through office visits and special college or university events.

d) Undergraduate student advising

Teaching faculty participate in undergraduate student advising. Quality advising is recognized by many activities, which may include:

- (1) Assisting students in developing programs of study and class schedules. Submitting information as requested to the department, college, and university in a timely manner.
- (2) Assisting students with career and internship guidance as well as personal development, as needed.
- (3) Being available to discuss academic opportunities and difficulties of advisees through set office hours or by appointment.
- (4) Providing accurate and timely information to students. This includes staying abreast of changes in course offerings and curriculum.
- (5) Assisting students of other faculty who are on medical or professional leave.

e) Graduate student advising, supervision, committees

Qualified faculty are expected to hold graduate faculty status and contribute to the total graduate education program. Graduate faculty may contribute by:

- (1) Serving on committees of master and doctoral students.
- (2) Teaching appropriate graduate-level courses.
- (3) Teaching and counseling graduate students as to appropriate research techniques.
- (4) Attending graduate student seminars and participating in oral defenses.
- (5) Participating at Graduate Faculty meetings and advising the Graduate Studies Committee about policy.
- (6) Recognition of excellence in teaching through teaching awards.

f) Other activities

On occasion, a faculty member may be called upon to participate as a qualified expert regarding educational activities of the College of Agriculture and its academic, extension, and experiment station programs. The faculty member is expected to perform these duties in a professional manner. Examples of such activities include:

- (1) 4-H Discovery Days instructor.
- (2) Agriculture in the Classroom Foundation instructor.
- (3) County or Kansas State Fair judge
- (4) Kansas State career development event coordinator.
- (5) K-State Research and Extension Conference presenter.
- (6) Kansas FFA event coordinator.
- (7) KAAE summer conference and Ag Symposium presenter.
- (8) . KAAE Executive Committee, Kansas FFA Foundation Board, Kansas FFA Executive Committee, ACE Board or SIG leader, or journal editorial board.

3. Extension

If the appointment contains extension tenths, faculty are expected to plan, develop, implement and evaluate programs integrated within the land-grant mission of the university, K-State Research and Extension, as well as academic programs in the College of Agriculture. Extension appointments involve working with professional groups that include extension personnel, secondary and post-secondary agriculture instructors, and agricultural communicators.

The following items are examples of activities viewed as evidence of professional extension job performance. Items are not ranked or weighted.

a) Program Planning

Faculty should demonstrate effective program planning, which may include:

- (1) Initiating and participating in formal planning processes to develop improved methods of communicating extension programs to various clientele groups.
- (2) Collecting and analyzing requests for communications/instructional assistance.
- (3) Working with local groups, agents and instructors.
- (4) Participating as consultants in interdisciplinary program planning.
- (5) Interacting with clientele to assess local and state communication/instructional delivery needs.
- (6) Reviewing appropriate state and national data to assess communications/instructional needs.
- (7) Obtaining views of and interacting with individuals in other organizations.
- (8) Maintaining contact with communications/instructional specialists in other states to keep abreast of ongoing communications/information/instructional delivery programs.
- (9) Identifying research needs of clientele, contributing to action, following progress of research, and interpreting and reporting results.
- (10) Obtaining funding to support program efforts and research needs.
Examples of funding sources include:
 - In-house extension funds.
 - In-house university grants.
 - Federal extension grants.
 - Federal and state grants.
 - Trade grants and awards.
 - Professional organization grants and awards.
 - Private foundation funding.
 - Industry grants.

b) Program development and implementation

Innovations are identified through program development and implementation.

Actions can include:

- (1) Developing programs in support of the K-State Research and Extension and College of Agriculture missions.
- (2) Developing, preparing, and/or adapting educational materials to meet client needs.
- (3) Contributing to materials developed by an interdisciplinary team.
- (4) Delivering in-service training to professional groups.
- (5) Delivering such relevant programs as workshops, meetings, tours, and demonstrations to clientele groups.
- (6) Consulting with clientele groups.
- (7) Preparing newsletters to strengthen capabilities of the local agent in supplying information to their clientele groups.
- (8) . Developing traditional and social media to provide training and information to clientele groups.
- (9) Collaborating with other staff members on projects such as developing resource materials; identifying trends, program needs, and directions; and developing technical information in response to requests from clientele.

c) Program evaluation

Programs should have an evaluation component to measure effectiveness and value. Evaluation examples can include the following:

- (1) Developing and distributing informal questionnaires to participants at meetings and workshops.
- (2) Developing and soliciting documented feedback from meeting/workshop organizers and participants, extension agents, other specialists, and professionals in cooperating agencies.
- (3) Developing and conducting impact studies.
- (4) Preparing narrative reports, as needed.
- (5) Administering specially funded projects effectively and preparing reports and documentation, as required.
- (6) Communicating program results to decision makers and others, as appropriate.

d) Other

On occasion a faculty member may be called upon to participate as a qualified expert regarding educational activities of the College of Agriculture and K-State Research and Extension. The faculty member is expected to perform these duties in a professional manner.

4. Directed Service

The successful candidate for tenure and/or promotion must demonstrate sustained excellence in and commitment to directed service, if a part of the position description. Directed service includes consulting services within the system, as well as assignments such as serving as a unit leader or participating in temporary international assignments.

5. Nondirected Service

The successful candidate for tenure and promotion must demonstrate sustained excellence in and commitment to non-directed service. The kinds of evidence necessary to show such sustained excellence and commitment may include regularly accepting committee assignments and successfully performing one's duties on those committees; organizing, directing, and/or participating in special meetings/seminars; advising students and/or their organizations; chairing and/or organizing conferences and/or conference sessions; participating in professionally-related community service; and so forth. The department does not require a fixed quantity of excellence in any one category before a candidate can be recommended for tenure review; it will be the candidate's responsibility to show that his or her record of service achieves the department's standards of excellence and consistency.

The following items are examples of activities viewed as evidence of non-directed service. Items are not ranked or weighted.

a) Professional development

Each faculty member is expected to participate in professional meetings in order to continue to grow professionally and to stay abreast of developments in research, teaching, and extension. Faculty participation will vary from year to year, but there is an expectation that over a period of time, a continued commitment to professional development is evident. Faculty may participate in a variety of meetings such as:

(1) Annual professional society meetings held on an international, national, regional or state level.

(2) Annual professional workshops and seminars sponsored by other universities, colleges or trade organizations. These may be international, national, regional, or local.

(3) Campus-held faculty development seminars and workshops sponsored by the university, college, or another department.

b) Service to professional societies, organizations, and communications media

Each faculty member is expected to contribute professionally to appropriate societies and organizations and to exhibit cooperation with others in the discipline. Examples of such activities follow:

- (1) Holding elected or appointed office in a state, regional, national, or international academic, industry, or professional society or association.
- (2) Serving as a committee member or chair of an academic, industry, or professional society, association, or similar group, at the state, regional, national, or international level.
- (3) Serving as a peer reviewer of manuscripts, proposals, or other scholarly works submitted to refereed journals, trade, and popular-press magazines, book publishers, public/private funding sources, or papers/abstracts for inclusion in proceedings and/or presentations at professional meetings or similar events.
- (4) Serving as an editor/associate editor for a journal or as a reviewer on an editorial board.
- (5) Serving as a review committee member of a professional organization, university, or government licensing/accreditation/certification body/agency.
- (6) Serving as an organizer of workshops, panels, or meetings in areas of professional competence.
- (7) Presenting papers, workshops, or exhibits and/or moderating sessions at symposia or professional meetings.
- (8) . Providing professional service for colleges and professionals (e.g., writing or presenting position papers).
- (9) Writing letters of documentation and support for colleagues (faculty, graduate, and undergraduate students, and staff) for awards and professional advancement. Colleagues may be in the same department or elsewhere.

- c) University, college and interdepartmental committees and service
Each faculty member is expected to serve the college and the university in a professional manner. This is often through committee assignments that use the faculty member's professional competencies. Activity in this area can include:
- (1) Serving as a member or chair of a university, college, or interdepartmental committee, group, or task force.
 - (2) Participating in interdisciplinary activities and pursuits.
 - (3) Generating positive publicity for the university or college through the media (print, radio and television).
 - (4) Advising and/or supporting student groups within the university community.
- d) Intra-departmental relations and service
Each faculty member is expected to make a positive contribution to departmental function. This can be accomplished in many ways:

- (1) Serving as a member, chair, or coordinator of a departmental committee or group.
- (2) Serving as the supervisor of classified staff member(s).
- (3) Advising and/or supporting student interest groups in the department.
- (4) Planning, supporting, and/or participating in such departmental activities as seminars, candidate interviews, special events (Faculty Reception, Ag Fest, University Open House, etc.).
- (5) Attending departmental faculty meetings.
- (6) Supporting other faculty in teaching, research, and/or extension programs.
- (7) Generating positive publicity for the department through the media (print, radio and television).

e) Other professional activities or special responsibilities

From time to time, a faculty member will be called upon to represent the department, college, university, or profession. The faculty member is expected to carry out the task with the same level of competence as is expected for teaching, extension work, and/or research. These activities may include the following:

- (1) Outside consulting consistent with university policy (either paid or unpaid).
- (2) Working with state or federal agencies.

C. Procedures for Promotion and/or Tenure

The following steps in evaluating candidates for promotion and tenure follow suggestions found in the **University Handbook** (<http://www.k-state.edu/academicservices/fhbook/fhsecc.html>) and **Effective Faculty Evaluation: Annual Salary Adjustments, Tenure, and Promotion** (<http://www.k-state.edu/academicservices/depthead/promotion/chap2.html#B>). For promotion to full professor, the procedures are the same except that only full professors examine the candidate's file and only full professors' votes are counted.

1. Candidate is identified by department head and consultative committee. Individuals may self-apply. The candidate, with assistance of a consultant, prepares promotion and tenure materials. Guidelines for organizing of promotion and tenure documents appear at: <http://www.k-state.edu/academicservices/forms>. The candidate compiles and submits a file that documents all professional accomplishments in all the assigned areas of responsibility. The department head should receive this document no later than October 1.

2. Materials are submitted to the department head, who in turn:
 - a) For promotion: submits material to full professors in the department for promotion to full professor; to full professors and associate professors for promotion to associate professor; and to full professors, associate and assistant professors for promotion to assistant professor.
 - b) For tenure: submits material to tenured faculty.
 - c) Department head solicits letters from three to four outside reviewers. The candidate will have the opportunity to nominate some reviewers.
3. For both promotion and tenure, appropriate faculty members (see C.2.) shall review the documentation before the discussion and vote on individual cases.
4. The department head agrees or disagrees with the faculty recommendation. If the department head agrees, indicate that on the "Cover Sheet." If the head disagrees, a written explanation stating the reasons for disagreement must be provided.
5. Promotion or tenure materials for those going forward from the department are sent to the dean. Copies of promotion or tenure materials are distributed by the dean's office to the College of Agriculture Promotion and Tenure Advisory Committee. Promotion or tenure materials are not to be placed in binders.
6. At the meeting of the Advisory Committee, typically held during the first week of December, the department head will present each candidate for promotion and tenure to the entire group.
7. A vote of the Advisory Committee is taken on each candidate to generate a recommendation for the dean.
8. Associate deans and the dean review recommendations and make decisions regarding the forwarding of the materials to the provost.
9. The dean presents the candidate's documentation to the University Provost's Promotion and Tenure Advisory Committee, which makes a recommendation to the provost for the final decision.

D. Mid-probationary Review

A more formal review of probationary faculty members is conducted during the third year of employment (unless otherwise stated in the candidate's contract). The procedures for this review are the same as for the tenure review, except that outside peer reviewers are not consulted and that the document should be submitted at the same time as the annual performance review in late December. Faculty should include in their comments to the head indications of whether or not they believe the person under review is on track for a positive tenure decision. All written

recommendations and written comments (unedited) of the tenured faculty members and the candidate's complete file also are forwarded to the dean.

E. Professorial Performance Award

To qualify to be recommended to the Dean of the College of Agriculture for the Professorial Performance Award, faculty members must be full-time professors in rank at Kansas State University for at least six years since the last promotion or Professorial Performance Award, and must, over the previous six-year period, have demonstrated sustained productivity within their areas of responsibility.

Minimum Criteria

Over the preceding six-year period, a candidate must have demonstrated a level of productivity and scholarship equivalent to what the department expects for an associate professor to be promoted to full professor. For the six years, a candidate must have earned merit evaluations of "Meets Expectations," with at least four of those evaluations earning the rating of "Exceeds Expectations." The six-year time frame will include the most recent performance review.

Process

Any candidate who meets the minimum criteria may apply for a performance award. To apply, candidates must assemble a file that documents their scholarly, research, extension, teaching, and service accomplishments over the past six years. The file should include the performance documents and evaluation letters from the previous six performance review periods.

The candidate will submit the file to the department head, who will prepare a written evaluation of the candidate's materials in terms of the established criteria, standards, and guidelines, along with a recommendation for or against the award. External reviews of the candidate's file are not required.

A copy of the department head's written evaluation and recommendation will be forwarded to the candidate. The candidate will have an opportunity to discuss the written evaluation and recommendation with the department head, and the candidate will sign a statement acknowledging the opportunity to review the evaluation. Within seven working days after the review and discussion, the candidate will have the opportunity to submit written statements to the department head and/or the dean, addressing unresolved differences regarding his or her evaluation.

The department head will submit the following items to the dean:

- a) The department head's written evaluation and recommendation.
- b) A copy of the evaluation document used to determine qualification for the award.
- c) Documentation establishing the opportunity for the candidate to examine the written evaluation and recommendation.
- d) Any written statements of unresolved differences concerning the evaluation.
- e) The candidate's file and supporting materials that served as the basis of adjudicating eligibility for the award.

As described in the *University Handbook* (<http://www.k-state.edu/academicservices/fhbook/fhsecc.html>), the provost will make the ultimate decision of whether a candidate is awarded a Professorial Performance Award. The timelines for this process will be established each year by the provost's office, but candidates

should know the process will begin sometime in January of each year. Prospective candidates are encouraged to consult with their department head to determine if they meet the minimum criteria.

III. PERFORMANCE APPRAISAL PROCESS

To complete the annual performance appraisal package, each unclassified employee or tenure-track faculty member will use departmental forms to outline goals and accomplishments for the past year, present or update a job description, and set goals for the upcoming year.

Each evaluation begins with a goal-setting discussion between the employee and evaluator. Goals are outlined on the evaluation form for the upcoming calendar year. At the end of the year, the unclassified employee/tenure-track faculty member discusses with the evaluator how well the goals were met and completes a narrative describing activities for the year. The evaluator completes the form, after discussion with the department head, assessing goal attainment and offering feedback on personal and professional skills. Ratings are assigned in collaboration with the department head. A rolling three-year average of ratings results in a score used to distribute salary increases, if available. A rating of "Fails to Meet Position Requirements" disqualifies the employee from eligibility for the next available salary increase and may result in nonreappointment.

Documentation is due in December, with specific deadlines announced each year. Printed and electronic copies are submitted to the evaluator. Documentation includes:

- Current year Department of Communications and Agricultural Education Annual Appraisal Form with "goals" and "narrative" portions completed by unclassified employee.
- Department of Communications and Agricultural Education Annual Appraisal Form for upcoming year, with "goals" section completed by unclassified employee.
- Position description, updated as needed.

A. Time Line for Completing Appraisal Form and Narrative Statement

November

Department head is available to meet individually with each faculty and staff member, as requested, to solicit feedback regarding the employee's perception of the department's environment and administrative performance.

December

Documentation (described above) is due to evaluator.

January

1. Evaluators meet individually with staff members to discuss progress in meeting past year's goals, clarify questions arising from submitted performance documentation, set goals for upcoming calendar year, and update position description.
2. Unclassified staff members submit goals for upcoming year on the Department of Communications and Agricultural Education Annual Appraisal form. Electronic and printed copies are submitted to evaluator.

3. Evaluators meet with department head to discuss staff performances and determine individual ratings. Evaluators will provide department head with initial drafts of annual performance letters. Unit leaders will discuss their progress and performance documentation for the past year as well as goals for coming year.

4. Evaluators conduct individual reviews with staff members. If requested, department head will be present. Unit leaders meet with department head for their individual performance evaluations.

February

1. Annual letters, updated position descriptions, and completed appraisal forms for the past year are sent as electronic attachments from evaluator to business manager for final review and printing.

2. Annual letters with completed past year appraisal forms are distributed to evaluators for their signatures. Evaluators distribute documents to staff members for review, signatures, and comments. Signed materials are returned to business manager by the date specified.

3. Completed and signed documents are forwarded to the dean and director's office. Copies are returned to unclassified staff and to evaluators.

4. Impact reports are completed following instructions provided by the Office of Planning and Reporting, as appropriate.

July

Evaluators conduct individual midyear reviews with staff members to assess progress toward goals or redirect, as needed. Progress and changes are informally noted in evaluation materials and reported to department head.

B. Department of Communications and Agricultural Education Annual Appraisal Form (see next page).

Department of Communications and Agricultural Education Annual Appraisal

Name _____

Evaluation Period _____

Title _____

Unit _____

<p>Current Year Goals Initiated by faculty member, discussed with evaluator and finalized with input from department head. Reassessed at 6 months evaluator. Basis for year-end comments and salary increase (if available) at contract renewal.</p> <p>3 to 5 goals for current year <i>from regular position responsibilities</i></p>	<p>Strategic Plan Tier and Item Number (if applicable; see p. 5)</p>	<p>% Time on Project</p>	<p>End-of-Year Status Initiated by head after faculty documents and attaches year's accomplishments and evaluator gives oral documentation.</p>			
			Ongoing	Accomplished	Accomplished Not Attached	Comments
<p>Estimated % time (regular responsibilities in position description)</p> <p style="text-align: right;">Subtotal</p> <p><i>Additional goals/emphases, if appropriate (1 or 2 outside regular position description)</i></p> <p>Personal/Professional Growth Activities</p> <p style="text-align: right;">Total</p>						

Narrative

Provide a short description of your **major accomplishments** in the previous 12-month period, based on your regular responsibilities as well as on the specific goals outlined on the first page of this document. This section provides the opportunity to highlight accomplishments and comment on personal and interpersonal skills (see following page). **(Tenure track faculty will submit appropriate promotion and tenure documents each year.)**

Use "N/A" for categories not applicable.

Committees Chaired / Served

Directed or Nondirected Service / Professional Development

Grants / Entrepreneurial Activities (contracts or other revenue generation)

Presentations / Published Works

Training / Teaching / Advising

Other Major Accomplishments

Comments

Feedback on Personal/Interpersonal Skills

(to be completed by evaluator)

Communication Skills, giving consideration to such qualities as:

Expresses thoughts and opinions, and respects others' ideas, discussion and work in a spirit of civility and decency.
Listens carefully and responds to ideas, requests and problems.
Exhibits appropriate verbal and written communications. Gets messages across in clear, concise and accurate manner.
Keeps supervisor informed.

Self-Management Skills, giving consideration to such qualities as:

Plans and organizes work to achieve goals. Meets deadlines. Delegates responsibilities appropriately.
Responds in a timely manner.
Takes initiative. Looks for and makes continuous improvements. Seeks new challenges and increased responsibility. Seeks and participates in learning and development activities. Identifies and solves problems. Keeps informed on up-to-date job methods, skills and techniques.
Adapts to and implements change. Demonstrates willingness to try new approaches.
Demonstrates professional and ethical behavior. Displays emotional control. Is prompt. Accepts responsibility for own actions.
Handles interpersonal conflicts constructively.

Working Relationship Skills, giving consideration to such qualities as:

Demonstrates a positive and cooperative spirit in working with others to accomplish the department mission.
Shares relevant information with colleagues; works as a team player.
Actively participates in departmental meetings and committees, providing leadership (chair, co-chair, recorder, etc.) and/or other contributions to the committee assignment(s). Participates in college and departmental events, such as open houses, expos or training events.
Establishes and maintains respectful and cooperative working relationships.
Supports unit and university goals and priorities.
Delivers friendly, courteous service to internal/external customers.
Fosters and values diversity.
Abides by the K-State Principles of Community (see page III-8).

Appraisal of Overall Performance

_____ **Meets All Position Requirements**

Strong, consistent performance, working individually and with others. Quality and quantity of work produced are consistent, appropriate and timely. Performance may exceed some position requirements and generally meets all others.

_____ **Exceeds Position Requirements**

Consistent performance at an exceptionally high level individually and with others. Produces a large quantity of high quality material in a timely manner. Performance clearly exceeds a majority of position requirements and meets standards for the remainder.

_____ **Fails to Meet Position Requirements**

Performance fails to meet most position requirements. Quality and/or quantity of work produced is unacceptable. Performance must improve immediately and significantly. This rating results in no salary increase for the next contract period in which an increase is available. Employees with this rating are subject to nonreappointment, as outlined in the University Handbook C160.1-162.5 (faculty) and C170.1-172 (unclassified professional staff).

Rolling Three-Year Average* of Performance _____

Current Year _____ Last Year _____ 2 Years Ago _____

Department Head's Signature Date

Unit Leader's Signature Date

Faculty Member's Signature Date

Faculty Member Comments:

* The rolling three-year average of performance is used to determine the level of increase to be awarded for the next contract period. Please note that numbers are used only for averaging and **may not** be presumed to equal percentage increase. Funding for possible salary increases is finalized each spring by the Kansas Legislature. In times of financial stress, no increases may be available.

Department of Communications and Agricultural Education Strategic Plan 2010-2014

For complete descriptions of Strategic Plan activities, see: <http://www.communications.ksu.edu/p.aspx?tabid=1055>

Action Plans:

Tier 1

- A1. Student Recruitment
- A2. Develop a Focused Research Agenda and Identify Research Opportunities
- A3. Establish Departmental Master's Program(s)
- B1. Collaborate More with Campus and External Units
- B2. Increase Information Flow Between Units and Departmental Members
- C1. Inventory
- C2. Grant Funding
- C3. Promotion of Departmental Services
- C4. Development
- D1. Demonstrate Public Value of KSRE/CoA in State/Region/Nation
- E1. Customer Service
- F1. Image Database
- G1. Work-Life Balance Programs

Tier 2

- A1. Develop/Revise Agricultural and Environmental Options in ACJ Curriculum
- A2. Student Retention/Effective Advising
- A3. Maintain and Improve the Web Site for Academic Programs
- B1. Green Initiative - Stewardship (Excel)
- B2. Leadership Development and Training (Excel)
- C1. Improve Accessibility of Information (Excel)
- D1. Professional Development Opportunities for Departmental Members (Excel)

Tier 3

- A1. Enhance KSRE Web Presence and Content Standards (Excel)

Tier 4

- A1. Create Campus Communications Award (Excel)
- B1. Professional Development for Stakeholders and External Groups (Excel)

Kansas State University Principles of Community

Kansas State University is a land-grant, public research university, committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world. Our collective mission is best accomplished when every member of the university community acknowledges and practices the following principles:

We affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other.

We affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency. We believe that diversity of views enriches our learning environment and we promote open expression within a climate of courtesy, sensitivity, and mutual respect.

We affirm the value of human diversity for community. We confront and reject all forms of prejudice and discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, economic status, or any other differences that have led to misunderstandings, hostility, and injustice.

We acknowledge that we are a part of the larger Kansas community and that we have an obligation to be engaged in a positive way with our civic partners.

We recognize our individual obligations to the university community and to the principles that sustain it. We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community. <http://www.k-state.edu/welcome/community.html>