

ALLIED HEALTH DEPARTMENT TENURE & PROMOTION CRITERIA FOR PERFORMANCE

The criteria are divided in the traditional manner into three categories: teaching/advising, service, and scholarly activities. Each category has four levels listed in increasing order of performance.

Criteria for Teaching and Advising:

- A. **Minimal Performance**
This level means that a teacher meets classes regularly and punctually, covers the material specified in the catalog for each course taught, regularly and systematically evaluates student performance, maintains regular office hours for access by students and advisees, is reasonably current in scholarship in subjects taught, and receives acceptable student evaluations.
- B. **Satisfactory Performance**
Characteristic of this level, in addition to those above are:
 - 1. Evidence of effort to improve classroom performance
 - 2. Willingness to assume teaching responsibilities outside of the regular departmental offering in the individual's field, but within general fields of competency, honors classes, multidisciplinary courses, and extension courses
- C. **Superior Performance**
Characteristics of this rating, in addition to those above are:
 - 1. Student evaluations indicate consistently high level classroom performance
 - 2. Evidence of course revision to include new scholarship in the field, new instructional methods and materials
 - 3. Willingness to assume teaching responsibilities of new or experimental courses, honors courses, undergraduate independent study beyond the ordinary departmental teaching load, and demonstrating qualities of leadership, imagination, and initiative in developing these courses
- D. **Outstanding Performance**
Characteristics of this rating in addition to those above are:
 - 1. Student evaluations consistently show exceptionally high level classroom performance
 - 2. Evidence of critical self-appraisal and course revision to maintain exceptionally high level classroom performance, and to keep courses continually stimulating and relevant
 - 3. Recognition by colleagues of influence on students to develop enthusiasm for the subject and lead them to high levels of academic achievement

Criteria for Scholarly Activity:

- A. Minimal Performance
 - 1. Evidence of continuing research or writing intended for scholarly publications
 - 2. Evidence of research and writing for thesis
- B. Satisfactory Performance
 - 1. Progress on research project, including research in special library or manuscript collections in the United States or abroad
 - 2. Submissions of manuscripts for publication by scholarly presses or journals
 - 3. Presentation at a local or district scholarly meeting
 - 4. Receiving a college research grant
 - 5. Participation at a state competition
- C. Superior Performance
 - 1. Firm acceptance of scholarly book by publisher
 - 2. Presentation on the program at a state scholarly meeting
 - 3. Receiving a minor external research grant
- D. Outstanding Performance
 - 1. Publication of a scholarly book
 - 2. Acceptance for publication of one or more scholarly articles
 - 3. Receiving prestigious external recognition for high scholarly achievement
 - 4. Presentation on the program at one or more national meetings
 - 5. Receiving a major external grant

Criteria for Service Activity:

- A. Minimal Performance
 - Accepts fair share of departmental duties
- B. Satisfactory Performance
 - Staff member assumes more committee responsibility or administrative responsibility than usual, or develops contacts with colleges, schools, or other professional bodies which require extra time and effort
 - EXAMPLES: Membership on departmental committees with more extensive duties (curriculum, library, tenure, recruitment), planning of new programs, or participation in honor program
- C. Superior Performance
 - Staff member assumes offices or duties in the college or department which involve important responsibilities and considerable time and work, and which are indicative of confidence place in the individual by the administration or his colleagues
 - EXAMPLES: Faculty Senate and related committees, Graduate Council, and college task forces to develop special programs, clinical service

- D. Outstanding Performance
Accomplishments which bring the individual unusual distinction beyond the confines of the college or the community and thus add luster and visibility to the college and the department
EXAMPLES: Consultation work with a major press, membership on the editorial board of a professional journal, election to office of a state, regional, or national organization – an office with more than nominal duties and which is a sign of professional distinction
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EVIDENCE OF PERFORMANCE

The evidence categories are also divided in the traditional manner into three categories: teaching/advising, service, and scholarly activities.

Evidence of Teaching and Advising:

- A. Student evaluations
 - 1. TEVAL results will compare instructor's performance with other members of the department teaching similar courses
- B. Teaching assignments
- C. Course developed and revised
- D. Number of presentations
- E. Size of classes (small, medium, large)
- F. Lecture only or Lecture/Lab
- G. Number of advisees
- H. Achievements of students
 - 1. Grade distribution
 - 2. Registry scores
- I. Recognition for teaching
- J. Clinic (hours)
- K. Evidence of classroom performance at various levels
 - 1. Professional-scholarly evaluations by chair, including class visitations
 - 2. Professional-scholarly evaluations by peer, including class visitations
 - 3. Material used in courses: syllabi, types of work required of students, evidence of systematic testing of students
 - 4. Course management: evidence of instructional techniques employed, degree of rapport with students, student counseling and conferences, evidence of student response beyond minimal course requirements, special activities and projects
- L. Graduate thesis or undergraduate independent project advisement, including responsibilities both as director of thesis project and committee member

Evidence of Scholarly Activities:

- A. Completed
 - 1. Publishing
 - a. Books
 - b. Articles – refereed
 - c. Articles – non-refereed
 - d. Book reviews
 - 2. Grants reviewed
 - 3. Scientific articles reviewed
 - 4. Scientific papers presented
 - a. Invited
 - b. Professional meetings
 - 5. Grants received
 - 6. Attendance at professional meetings
- B. In-Progress
 - 1. Research work
 - 2. Grants submitted
 - 3. Papers submitted (refereed)
 - 4. Papers submitted (non-refereed)
- C. Publication or definite acceptance for publication of scholarly books or articles
- D. Honors or distinctions conferred as recognition of scholarly achievement
- E. Weighing of scholarly publications
- F. Participation at scholarly meetings

Evidence of Service:

- A. Committees
 - 1. University wide (include Faculty Senate)
 - 2. College wide
 - 3. Departmental
- B. Recruitment and retention efforts
- C. Faculty sponsor of student organization
- D. Office held in professional organization or professional recognition
- E. Moderator at professional meeting
- F. Consulting
- G. Continuing education
- H. Presentation to lay audiences
- I. Departmental activities
 - 1. Family day
 - 2. Prospective student day
 - 3. Health fair
 - 4. Judging science fair
 - 5. M.S. theses committees
 - 6. Demonstrations, tours
 - 7. Endowment telethon calling
- J. Clinical service

DEPARTMENT OF COMMUNICATION DISORDERS

Criteria for Promotion Approved March 8, 2012

As faculty members within this Department are evaluated, reviewers should be aware of the involvement of faculty in academic education and clinical education within the discipline of communication sciences and disorders. Faculty members seeking promotion will develop a Fort Hays State University portfolio reflecting their accomplishments in each of the three areas below. As a candidate moves through the ranks, professional growth will be demonstrated according to Regent's policy as shown in the Faculty Handbook and/or MOA.

Instructional Activity:

- Course syllabi reflect currency in the field and coverage of material appropriate to educational certification, state licensure, and national certification standards
 - Currency of textbook and readings
- Course syllabi reflect assessments of student learning outcomes
- Tracking and monitoring of student learning outcomes using approved Departmental forms is completed in a timeline that permits students to be aware of how they are progressing through the undergraduate and graduate program
- Systematically evaluates classroom performance, clinical instruction, and academic advisement in yearly planning and revising of performance objectives
 - Graphic representation is provided showing progress toward maintaining high performance and/or moving toward higher performance in student evaluations in academic and clinical instruction and academic advisement
- Seeks and considers peer review in academic teaching using approved Departmental form
 - Internal peer review is required
 - External peer review is recommended
- Assists students to develop appropriate programs of study to achieve their academic goals in efficient and effective manner to meet graduation requirements, ASHA certification and/ or state licensure standards.

Scholarly Productivity Area

The Department of Communication Disorders uses Boyer's (1997) diversified types of scholarship. These types of research include: (a) discovery in which new knowledge is built through traditional research; (b) pedagogy in which teaching models and practices are investigated; (c) integration in which the research analyses and synthesizes original research that has been published, such as meta-analyses and systemic reviews in evidence-based practice; (d) application in which research is applied to clinical situations; and (e) engagement in which community-based research and service-learning projects are investigated.

Reference: Boyer, E. L. (1997) *Scholarship Reconsidered: Priorities of the Professoriate*. Hoboken, NJ: Jossey-Bass Publishers.

- The Department of Communication Disorders subscribes to the concept of the University Policies that those seeking promotion from instructor to assistant professor will have the terminal degree completed. Applicants applying to the rank from assistant to associate will have demonstrated a potential to making scholarly contributions to the field while those applying from associate to professor to professor will demonstrate that they have made those contributions to the field.
- Documentation for promotion in the area of scholarly activity should take into account the accomplishments of the individual since being appointed/promoted to the current rank at FHSU.

- Promotions to any of the ranks will include collaboration/mentoring of student research projects.
- Instructor to Assistant Professor
 - Has completed all requirements for the terminal degree.
- Assistant Professor to Associate Professor
 - Demonstrated scholarly activity that includes at least three of the following items either individually or in combination (e.g., 3 books or 1 book + 2 refereed articles):
 - Refereed journal articles
 - Refereed conference presentations with published abstracts or proceedings
 - This category would include collaboration and mentoring of student research projects.
 - Scholarly books/book chapters
 - Funded grants either individually or with colleagues
- Associate Professor to Professor
 - Demonstrated scholarly activity that includes at least five of the following items either individually or in combination (e.g., 5 books or 1 book + 4 refereed articles):
 - Refereed journal articles
 - Refereed conference presentations with published abstracts or proceedings
 - This category would include collaboration and mentoring of student research projects.
 - Scholarly books/book chapters
 - Funded grants either individually or with colleagues
 - Invited presentation to professional audience (limit to 1).
 - This item would need documentation from the event coordinator and a time ordered agenda.

Service Area:

- Fulfills appropriate professional responsibilities associated with clients seen in the context of clinical instruction, including communication with families, other professionals, agencies, and third party payers.
- Coordinates assigned clinical programs either on- or off-campus.
- Works with colleagues on committees and within the governance structure of the college and the university.
- Willingly shares information from clinical specialties with professional and lay groups on campus and in the community.
- Maintains appropriate professional membership and involvement in professional organizations.

DEPARTMENT OF COMMUNICATION DISORDERS

Criteria for Tenure Approved Fall 2009

University faculty, within the department and external to the department, must keep in mind that communication sciences and disorders is a discipline in which considerable interface occurs among instructional, scholarly, and service activities as faculty carry out their diverse professional roles. Faculty members on the tenure tract will develop a Fort Hays State University portfolio reflecting their accomplishments in each of the three areas. As a candidate moves through the tenure process, professional growth must be clearly demonstrated in each of the following areas:

Instructional Activity Area

- Meets academic and clinical teaching assignments as assigned by the Department Chair
- Course syllabi reflect currency in the field and coverage of material appropriate to educational certification, state licensure, and national certification standards
 - Currency of textbook and readings
- Syllabi indicate systematic evaluation of student learning through formative assessment
- Systematically evaluates classroom performance, clinical instruction, and academic advisement in yearly planning and revising of performance objectives
 - Graphic representation is provided showing progress toward maintaining high performance and/or moving toward higher performance in student evaluations in academic and clinical instruction and academic advisement
- Completes and provides written reflection of results of peer review of instructional activities annually. It is expected that the peer review will be completed by someone at equal or higher rank.
- Gradually assumes increased advising responsibilities helping students develop appropriate programs of study to achieve their academic goals in an efficient and effective manner
 - Completion and filing of departmentally approved advising forms in advisee's academic folders.
 - Completion of Team Managed Assessment of Knowledge and Skills (T-MAKS) in the Student Assessment Management System (SAMS) each semester.
 - Completion and filing of university approved advising forms, such as Degree Summary, Program of Study and Admission to Candidacy.

Scholarly Productivity Area

The Department of Communication Disorders uses Boyer's (1997) diversified types of scholarship. These types of research include: (a) discovery in which new knowledge is built through traditional research; (b) pedagogy in which teaching models and practices are investigated; (c) integration in which the research analyses and synthesizes original research that has been published, such as meta-analyses and systemic reviews in evidence-based practice; (d) application in which research is applied to clinical situations; and (e) engagement in which community-based research and service-learning projects are investigated.

Reference: Boyer, E. L. (1997) *Scholarship Reconsidered: Priorities of the Professoriate*. Hoboken, NJ: Jossey-Bass Publishers.

- Demonstrates pattern of ongoing scholarly activity commensurate with the Annual Statement of Responsibilities throughout the tenure review process, which may include the following:
 - Refereed journal articles
 - Referee conference presentations with published abstracts or proceedings
 - Scholarly books/book chapters
 - Edits or review of scholarly publications or presentations
 - Cases, software, or other pedagogical materials
 - Professional works published
 - Collaborates/mentors student research projects and works towards publication or presentations
 - Submission of grant applications either individually or with colleagues
- Demonstrates scholarly writing that is ongoing and results in a publication in a refereed professional journal and refereed presentations.
- Demonstrates collaboration and mentoring of graduate research projects

Service Area:

- Fulfills appropriate professional responsibilities associated with clients seen in the context of clinical instruction, including communication with families, other professionals, agencies, and third party payers
- Coordinates assigned clinical programs either on- or off-campus
- Works with colleagues on committees and otherwise in meeting goals of the department
- Seeks opportunities to work on committees and within the governance structure of the college and the university
- Willingly shares information from clinical specialties with professional and lay groups on campus and in the community
- Maintains appropriate professional membership and involvement in professional organizations

DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE

Criteria for Promotion

The policy of the Department of Health and Human Performance regarding the evaluation of faculty members under the promotion review process is to enhance professional development and to arrive at decisions for promotion recommendations in accordance with the policy directed to Fort Hays State University by the Kansas Board of Regents. Faculty development and improvement is an important consideration in the promotion process and it is recognized that evaluation provides the foundation for development. A faculty member seeking promotion will develop a Fort Hays State University portfolio reflecting contributions in the areas of instruction, scholarship, and service. All faculty members shall be evaluated on the basis of factors over which they have sufficient control. Sufficient control may be understood to include those activities relevant to the contractual duties of the faculty member. As a candidate moves through the ranks, professional growth will be demonstrated in accordance with Regent's policy and as described in the Fort Hays State University Faculty Handbook.

Instructional Activity:

- Regularly fulfills academic responsibilities and is available for office hours and scheduled appointments
- Syllabi reflect coverage of material appropriate to national certification standards and structure/content that reflects changes in the knowledge base of the discipline
- Syllabi and course materials indicate the use of a variety of instructional techniques
- Syllabi indicate systematic evaluation of student performance
- Regularly and systematically evaluates his or her classroom performance, and academic advisement in updating performance goals
- Seeks and considers peer review of instruction
- Knows departmental degree, teacher education, and university general education requirements
- Helps students develop appropriate programs of study to achieve their academic goals in an efficient and effective manner
- Integrates technological advances into classroom presentations and student experiences.
- Participates in curriculum evaluation and revision efforts in area of specialization
- Establishes instructional goals based on annual performance evaluation with the chair

Scholarship:

- Establishes and meets scholarship goals based on annual performance evaluation with the chair
- Demonstrates a consistent pattern of involvement in scholarly activity
 - Can be demonstrated through evidence of manuscript/abstract publication at the state, regional, or national level; involvement in professional presentations at the state, regional, and national level; involvement in grant procurement beyond the local level; other activities as negotiated with the department chair.

Service:

Three areas of service are identified as 1) university service, 2) professional service, and 3) community service. Participation in the three categories may vary due to the needs of the department as well as the candidate's area of expertise. Examples of service activity may include but is not limited to:

- Works with colleagues on committees and within the governance structure of the department, college, and the university
- Shares information from our discipline through presentations/programs delivered to community groups
- Maintains professional involvement through professional organizations
- Shows involvement and support for community activities relative to the profession
- Shows interest and support for community activities outside of the profession
- Provides consulting and clinical contributions to service populations
- Establishes service goals based on annual performance evaluation with the chair

Definitions of Professional Rank from the FHSU Faculty Handbook (Chapter 3):

- *An instructor* is an individual who ordinarily does not possess a terminal degree or the equivalent in the field.
- *An assistant professor* is an individual who normally possesses a terminal degree or the equivalent in the field (e.g., M.F.A.). The rank of assistant professor can be a beginning-level appointment for one who holds the terminal degree or its equivalent in the field, or it can be a rank achieved after service in the rank of instructor. Promotion from *instructor to assistant professor* should normally follow achievement of the terminal degree or its equivalent in the field.
- *An associate professor* is an individual who in all but exceptional circumstances possesses a terminal degree or its equivalent in the field and appropriate professional experience. Promotion from the rank of *assistant professor to associate Professor* requires demonstrated noteworthy contribution and definite potential for further major contribution to the field and the university.
- *A professor* is an individual who in all but very exceptional circumstances possesses a terminal degree or the equivalent in the field and who has demonstrated meritorious teaching, scholarship, and service in the field as devised by the individual's department and college. The rank of *professor* shall be awarded only to those who are proven masters of their field, are outstanding in that field, and whose general attributes of culture are recognized by their fellows with such determination to be made by administrations and faculties in traditional manner. Promotion from the rank of associate professor to professor requires demonstrated major contributions to the field and to the university. Evidence can be gathered either internally or externally.

CRITERIA FOR EVALUATING TENURE CANDIDATES

Statement of Department Policy

The policy of the Department of Health and Human Performance (HHP) regarding the evaluation of faculty members under the tenure review process is to enhance professional development and to arrive at decisions for tenure recommendations in accordance with the policy directed to Fort Hays State University by the Kansas Board of Regents. Faculty development and improvement is an important consideration in the tenure process, and it is recognized that evaluation provides the foundation for development. The Department of Health and Human Performance is committed to teaching excellence and recognizes the need for an accurate and thorough evaluation of instructional activity. The departmental criteria emphasizes instructional activity as well as the candidate's contributions in the performance of scholarly activity and service.

All faculty members shall be evaluated by the departmental tenure review committee on the basis of factors over which they have sufficient control. In arriving at the final recommendation, consideration shall be applied according to designated duties in the areas of instructional activity, scholarly activity, and service. The final recommendation shall also be consistent with the relative weighing of each area as defined by the candidate's performance contract negotiated with the department chair.

The candidate's cumulative record of progress toward tenure as reviewed by the departmental tenure committee should include clear documentation providing evidence of quality performance in the areas of instruction, scholarly activity, and service. Both the quality and quantity of the candidate's contributions should reflect consistent improvement over time and impact the profession in accordance with reasonable expectations of faculty development. Reasonable expectations of faculty development should be evaluated with consideration to the candidate's year of review in the tenure process.

All tenure candidates within the department shall be evaluated fairly and equitably and without discrimination.

Instructional Activity

Evaluation of instructional activity shall not be dependent only on student evaluations, but shall be inclusive of a wide range of activities and duties within this category. Instructional duties and activities shall include, but not be limited to the following: formal classroom activities, directed and independent study courses, tutorial sessions, class preparation, laboratory supervision, supervision of students in internships or practicums, maintenance of class records, and demonstrated success in academic advising. Other factors demonstrating faculty flexibility and continuing development include professional development in preparation for possible new courses, the development of new courses, updating existing courses, introduction of new instructional materials including software (development or adaptation) and other applications of educational technology.

Scholarly Activity

Scholarly activity in the Department of Health and Human Performance shall include but not be limited to publication (printed or electronic) or textbooks, monographs, software, or articles in professional journals; presentation at scholarly meetings; book reviews; research supporting the above; and the development or application of technology to the discipline.

Service Activity

Three general categories of service shall be evaluated by the departmental tenure committee:

- 1) service to the profession of health and physical education
- 2) service to Fort Hays State University
- 3) service to the community

Quality of performance should be documented whenever possible. Participation in the three categories may vary during the candidate's progression on the tenure track review process. Participation in the three categories may vary due to the needs of the department as well as the candidate's area of expertise and opportunity for service. It is expected that the candidate will demonstrate increased service during progression on the tenure track.

Tenure

**Fort Hays State University
College of Health and Life Sciences
Department of Nursing
Evaluation of Faculty Achievement for Promotion (EFAP)**

Name: _____

Please refer to the University Faculty Handbook (UFH), Chapter 3, section on Promotion to review the details of the University Promotion process.

Academic year:		Appointment (circle): 9 mo. 12 mo.			
Current Rank (FHSU):		Year granted:		Years in current rank:	
Negotiated:	<u> </u> % Administration ¹	<u> </u> % Instruction	<u> </u> % Scholarly	<u> </u> % Service	= <u> </u> % Total #

Summary of Committee's Review:

Met:	<u>Instruction</u>	<u>Scholarly</u>	<u>Service</u>
Unmet:	<u>Instruction</u>	<u>Scholarly</u>	<u>Service</u>

Tenure, Merit and Promotion Committee's overall recommendation:

¹ Not assessed for promotion.

Instructional Activities:

<p align="center">Criteria Assistant Professor</p>	<p align="center">Met</p>	<p align="center">Unmet</p>	<p align="center">Committee Comments</p>
<p>Self Review of Instructional Methods:</p> <ul style="list-style-type: none"> • Course content is congruent with current theory & practice. • Course assignments correlate with content. • Provides for timely student feedback. • Uses nursing theorist(s) & current research in teaching/learning activities. • Demonstrates competence in lecture &/or clinical/practice settings. • Favorable students' ratings. <p>(Examples of possible evidence: updates syllabi, tests, assignments, lectures and lecture packets; uses V/E-Mail for student feedback; provides documentation of office hours; provides lecture notes highlighting current research and use of theory; uses check-off skills list; uses clinical conference objectives; identifies top nursing diagnoses of students' clients; alumni letters; student employer letters; grading distributions; attends workshop/seminars/in-services on instructional strategies; develops new courses; student ratings)</p> <p>Chair Review:</p> <ul style="list-style-type: none"> • Course content is congruent with current theory & practice. • Competence in lecture &/or clinical/practice settings. • Uses nursing theorist(s) & current research in teaching/learning activities. • Guides students' learning positively. • Provides a milieu conducive to learning. • Presentation style stimulates/promotes learning. • Evaluates outcomes of chair and self review of classroom/laboratory/presentation/mediated delivery. <p>(Examples of possible evidence: provides evaluation from chair and self review of classroom activities; provides syllabi, assignments, tests; observes other lecture/practice/clinical activities; provides student ratings; provide information on impact of on-going chair and self review)</p>			

<p align="center">Criteria Assistant Professor</p>	<p align="center">Met</p>	<p align="center">Unmet</p>	<p align="center">Committee Comments</p>
<p>Enhancement Strategies:</p> <ul style="list-style-type: none"> • Identifies individual goals to enhance instruction. • Implements measures to enhance instruction. • Demonstrates an on-going method of evaluating strategies for enhancing instruction. <p>(Examples of possible evidence: uses technology in the classroom/practicum, seminars, workshops, training sessions, formal courses; provides examples of individual goals; provides data that support enhanced instruction; provides examples of evaluation of outcomes, both personal and from outside sources; test analysis; self critique of class presentation/mediated delivery)</p> <p>Advising:</p> <ul style="list-style-type: none"> • Available during posted office hours/V/E-Mail. • Maintains a professional demeanor of open communication. • Knows or seeks information on essentials of program requirements. • Favorable advisee ratings. <p>(Examples of possible evidence: office hours utilization for advising; provides advisee ratings of advisor; attends inservices on advisement; conducts formative and summative advising sessions; participates in advising and recruitment activities within the department)</p> <p>Other:</p>			
<p>Summary Comments:</p>			

<p align="center">Criteria Associate Professor</p>	<p align="center">Met</p>	<p align="center">Unmet</p>	<p align="center">Committee Comments</p>
<p>Must meet all Assistant Professor criteria in addition to the following:</p> <p>Self Review of Instructional Methods:</p> <ul style="list-style-type: none"> • Develops creative or unique student experiences to enhance students' learning. • Makes significant changes in course structure/content to update or integrate new curriculum concepts, OR • Assists in mentoring other faculty members in developing creative or unique student experiences or in assessment of student learning. <p>(Examples of possible evidence: provides documentation of mentoring to other faculty; provides examples of co-developed instructional items)</p> <p>Chair and Peer Review required: (See criteria listed above in <u>Self Review of Instructional Methods</u>)</p> <p>(Examples of possible evidence: provides notes from chair and peer review of classroom activities; provides syllabi, assignments, tests; provides student ratings; provides information on impact of chair and peer review on a cumulative basis; offers assistance to new faculty in understanding peer review process; syllabi on world wide web)</p> <p>Enhancement Strategies:</p> <ul style="list-style-type: none"> • Evaluates effectiveness of teaching/learning strategies implemented to meet students' learning needs. <p>(Examples of possible evidence: uses technology in the classroom/practicum, seminars, workshops, training sessions, formal courses; student/alumni critique on learning/teaching strategies)</p> <p>Advising:</p> <ul style="list-style-type: none"> • Knowledgeable of program requirements. • Assists advisees in planning schedules. <p>(Examples of possible evidence: advisee ratings of advisor; inservices on advisement; formative advising sessions; develops appropriate degree summaries)</p> <p>Other:</p>			
<p>Summary Comments:</p>			
<p> </p>			

Criteria Professor	Met	Unmet	Committee Comments
<p>Must meet all Associate Professor criteria and in addition, the following:</p> <p>Self Review of Instructional Methods:</p> <ul style="list-style-type: none"> • Develops, implements and evaluates creative or unique students' experiences to enhance students' learning. • Demonstrates ability in designing and/or restructuring program curriculum, OR • Mentors other faculty members in developing creative or unique student experiences. <p>(Examples of possible evidence: provides supporting data from faculty members)</p> <p>Chair Review required and Peer Review optional: (See criteria listed above in <u>Self Review of Instructional Methods</u>)</p> <p>(Examples of possible evidence: provides evaluative data and strategies for developing future learning experiences)</p> <p>Enhancement Strategies:</p> <ul style="list-style-type: none"> • Conducts re-evaluation to keep abreast of need for new learning strategies. <p>(Examples of possible evidence: provides data on the re-evaluation of teaching/learning experiences)</p> <p>Advising:</p> <ul style="list-style-type: none"> • Knowledgeable of university resources to facilitate student progression in the program. <p>(Examples of possible evidence: provides supporting data from faculty members; examples of referrals, materials)</p> <p>Other:</p>			
Summary Comments:			

Scholarly Activities:

Criteria	Met	Unmet	Committee Comments
<p>Demonstrates theory or research-based scholarly writing/creative activity/research on a cumulative (progressive, overtime) basis.</p> <p>Assistant Professor: Terminal degree required and evidence of at least one professionally written paper (published or unpublished).</p> <p>Associate Professor: (Evidence required of two theory or research based scholarly activities at the state/regional level of which one must be a refereed article. Examples include individual or joint/group research in nursing or applied field; or additional refereed state/regional journal article(s), or presentation(s) with published abstract/proceedings (refereed or solicited)</p> <p>Professor: (Evidence required of four theory or research based scholarly activities at the regional/national of which two must be refereed articles). Examples include individual or joint/group research in nursing or applied field; or grant for internal/external project; or additional refereed regional/national journal article(s), or presentation(s) with published abstract/proceedings (refereed or solicited)</p>			
<p><u>Examples of additional evidence:</u> research-based presentation with published abstract/proceedings (refereed or solicited); grant(s); patent or copyright; chapter in a book; segment of software; published book or software; published video tape (producer or writer, etc.); published electronic database; scholarly (non-research based but refereed) paper; research monographs; publicly available research working papers; papers presented at faculty research seminars; book reviews;</p>			
<p>Summary Comments:</p>			

Service Activities:

Criteria	Met	Unmet	Committee Comments
<p>Demonstrates leadership roles in the department, college/university, in professional organizations and in community service on a cumulative (progressive, overtime) basis.</p> <p>Assistant Professor: Cumulative evidence of service on local/state boards; or service article in non-refereed local/state publication; or formal non-refereed local/state service presentation; or officer in program/dept. level/community (e.g., Chair of UNS Curriculum)</p> <p>Associate Professor: Cumulative evidence of service on state/regional boards; or service article in non-refereed state/regional publication; or formal non-refereed state/regional service presentations; or officer in dept. level /community (e.g., Chair of Tenure, Merit and Promotion Committee-DON level committee)</p> <p>Professor: Cumulative evidence of service on regional/national boards; or service article in non-refereed regional/national publication; or formal non-refereed regional/national service presentations; or officer in dept./college level/community (e.g., CH&LS committee chair)</p>			
<p><u>Examples of evidence:</u> local/state/national officer and/or committee chair; state/national board member; non-refereed lay/community publication; non-refereed lay/community presentation; community service grant; community screening clinics; presenting testimony to legislature; leadership position within the department (e.g., coordinator, director or major committee chair); Faculty Senator or officer; etc.</p>			
<p>Summary Comments:</p>			

**Fort Hays State University
College of Health and Life Sciences
Department of Nursing**

Evaluation of Faculty Achievement for Tenure (EFAT)

Name: _____

Please refer to the University Faculty Handbook (UFH), Chapter 3, section on Tenure to review the details of the Tenure process.

Academic year: _____	Appointment (circle): 9 mo. 12 mo.			
Negotiated: _____	_____% Administration ¹	_____% Instruction	_____% Scholarly	% Service = 100_% Total #

Rank and tenure information:

Years in tenure brought from other institution: _____	Year on tenure track: _____
# of years on tenure track at FHSU: _____	
Current Rank (FHSU): _____	Year granted: _____

Summary of Committee's Review:

Met:	<u>Instruction</u>	<u>Scholarly</u>	<u>Service</u>
Unmet:	<u>Instruction</u>	<u>Scholarly</u>	<u>Service</u>

TMP Committee's overall recommendation:

¹ Not assessed for tenure.

**Fort Hays State University
College of Health and Life Sciences
Department of Nursing**

Instructional Activities:

Criteria	Met	Unmet	Committee Comments
Course content is congruent with current theory & practice. Course assignments correlate with content. Provides for timely student feedback. Uses nursing theorist(s) & current research in teaching/learning activity. Demonstrates ability in clinical settings &/or practice lab (when applicable). Presentation style stimulates/promotes learning. Knowledgeable & effective student advisor (student ratings). Students' ratings and comments support effective teaching (Refer to UFH Chapter 3, Format of Tenure File).			
Examples of evidence: syllabi, assignment with grading criteria identified, tests, student course evaluations, student-advisor evaluations, personal comments from students, documentations of formative advising sessions at mid-semester, course schedules, unique teaching plan, peer/Chairperson evaluations, faculty practice			

**Fort Hays State University
College of Health and Life Sciences
Department of Nursing**

Scholarly Activities:

Criteria	Met	Unmet	Committee Comments
Demonstrates scholarly writing/creative activity/research on a cumulative basis during the tenure process.			
Evidence required: refereed nursing-related article required (individual or joint/group).			
Examples of additional evidence: one research-based presentation with published abstract/proceedings (refereed or solicited), grant(s), patent or copyright, chapter in a book, segment of software, published book or software, published video tape (producer or writer, etc.), published electronic database, scholarly (non-research based but refereed) paper, faculty practice			

Service Activities:

Criteria	Met	Unmet	Committee Comments
Documentation of service to the department, college/university, profession and community on a cumulative basis during the tenure process, emphasizing leadership roles.			
Examples of evidence: local/state/national officer and/or committee chair, state/national board member, non-refereed lay/community publication, non-refereed lay/community presentation, community service grant, community screening clinics, presenting testimony to legislature, coordinator position within the department, Faculty Senator or officer, faculty practice			

Preamble

Each academic department at Fort Hays State University has been charged with the responsibility of developing standards for tenure and promotion. The purpose of this document is to set forth the standards for tenure and promotion in the Department of Psychology. The Department will ascribe and adhere to the University policies and procedures as set forth in the Faculty Handbook, Chapter Three (viz., years in rank, possession of a terminal degree, definitions of community service, etc.) and the American Association of University Professors (AAUP) Memorandum of Agreement (MOA).

Introduction

Areas of Professional Activities:

Faculty members within the Department of Psychology at Fort Hays State University (FHSU) engage in professional activities in three recognized categories: teaching, scholarship, and service. The standard load performance in the three categories is weighted for evaluation purposes according to the following percentages: teaching (60%), scholarship (20%), and service (20%). Modifications to the standard weights within categories can be negotiated between an individual faculty member and the Department Chair. If weights are modified, it is under the constraint that the total load must always sum to 100% and that the modifications will be made in consideration with the current needs of the department.

Teaching:

Faculty members within the Department of Psychology believe that teaching is an important professional activity and that effective and successful teaching is central to the mission of the department and the university. The typical teaching load is 4-4. Faculty members within the department will be evaluated in the area of teaching for both tenure and promotion. Faculty members will provide evidence of their contributions and effectiveness in this domain by submitting materials for evaluation. Examples of materials will include: course syllabi, student learning objectives, evidence of student learning, quantitative and narrative teaching evaluations for all courses taught, efforts to improve teaching, and efforts to assist others in teaching. The Department of Psychology recognizes that teaching often extends beyond the classroom and thus academic advising is included as an integral part of the teaching responsibilities.

Scholarship:

The Department of Psychology recognizes and promotes scholarship in five categories as defined by Boyer (1997). These include the scholarship of:

- discovery (contributes not only to the stock of human knowledge but also to the intellectual climate of an institution),
- integration (seeks to interpret, draw together and bring new insights to bear on original research),
- application (creates new intellectual understandings arising out of theory and practice),
- pedagogy (transforms and extends knowledge while transmitting an intelligible account of knowledge to the learners) and
- engagement (involves the faculty member in a mutually beneficial partnership with the community).

Furthermore, the Department of Psychology places a *high value* on collegial behavior in scholarly activity. Collaborations can occur between professional colleagues and also in terms of mentoring undergraduate students and supervising graduate research. Such collaborations between faculty members and students require faculty members to contribute substantially more than editorial skills. As an undergraduate mentor or graduate thesis chair / committee member, faculty members must remain current in their field and be capable of designing methodologically sound experiments/studies to answer the research question.

Service:

The Department of Psychology recognizes the variety of venues in which faculty members can perform service. This includes service to the: department, university, profession, and community. Service that is conducted toward the achievement of departmental goals is highly valued. Faculty members are encouraged to be good “citizens” and avoid behaviors that undermine moral and/or constructive relationships within and across administrative units.

Years toward Tenure and or Promotion:

It is possible for a candidate to have post-doctoral experience (i.e., any professional position since the earning of the doctoral degree) prior to being hired as a tenure-track professor at FHSU and subsequently be evaluated for promotion and / or tenure more quickly than the normal time course. The number of years toward tenure and / or promotion is negotiated during the initial hire and is used in the evaluation period in combination with years completed at FHSU.

Environment of Collegiality:

When performing duties associated with each of the three categories, faculty members are expected to act in a professional manner. Professional behavior includes collegial interactions with the department, students, and campus community. Examples of collegial behaviors include: positive and respectful interactions with students, staff, and colleagues within the department; regular attendance at department meetings / events; and a supportive attitude of the departmental mission in all areas. Behaviors that adversely affect collegiality or are chronically disruptive may be reflected in negative annual evaluations and/or promotion and tenure decisions.

Departmental Philosophy towards Standards for Tenure and Promotion:

The Department of Psychology highly values both merit and diversity in its faculty. No one can be strong in all areas, yet merit should require being strong in some area. Though specific minimum criteria will be given in each of the three categories of teaching, scholarship, and service, it should be understood that meeting only the minimum standards in all three categories would not be considered satisfactory faculty development. The awarding of tenure and promotion will require exceeding the minimum criteria in at least one of the three categories.

Standards for Tenure

Teaching

Candidates for tenure will be evaluated in the category of teaching. To be awarded tenure, candidates must demonstrate a record of quality teaching. Student ratings (quantitative and qualitative) from the past three years, two course syllabi from the most recent semester, grade distributions for all courses taught at FHSU, peer reviews, and a statement by the candidate describing efforts to improve and enhance teaching should be included. Other indicators of

teaching quality that could be included are: development of a teaching philosophy, development of an advising philosophy, advisee evaluations, course development, and teaching awards. Student evaluations need to demonstrate a preponderance of positive opinion and student evaluations should not consistently fall below the average ratings for the department or college.

Scholarship

Candidates for tenure will be evaluated in the category of scholarship. As previously mentioned, the Department of Psychology endorses an inclusive definition of scholarship. However, an activity must be communicated and disseminated through means commonly acceptable to the discipline. To be considered for tenure, a faculty member must carry out a combination of **five or more** of the following activities, with **at least one** activity during the period under evaluation coming from Tier I below.

Tier I

- 1) The publishing or acceptance of a book;
- 2) The publishing or acceptance of a publisher-reviewed textbook;
- 3) The publishing or acceptance of a paper in a peer-reviewed journal;
- 4) The publishing or acceptance of a chapter or an article in collections within a book;
- 5) The successful award of an extramurally funded grant;
- 6) The invitation to submit a paper or manuscript within one's area of expertise;
- 7) The publishing or acceptance of a research paper in a technical report or conference proceedings;
- 8) The editing of scholarly collections including Managing Editor and Associate Editor roles;
- 9) The supervision of undergraduate student research resulting in two publications;
- 10) The presentation of a paper or a poster session at professional conferences or invitation to provide professional development opportunities to the field, in any combination totaling 5 (which may not be also counted as a required Tier II activity and may not be the same presentation given at various professional conferences)

or

Tier II

- 11) The presentation of a paper or a poster session at a professional conference or the invitation to provide professional development opportunities to the field;
- 12) The organization and delivery of a workshop at a professional conference;
- 13) The writing of a grant proposal;
- 14) The publishing of a book review;
- 15) The supervision of graduate research (serving as the chair for 3 theses or a committee member for 5 theses; or a reasonable combination or equivalent);
- 16) The supervision of undergraduate research resulting in a conference presentation or publication submission;
- 17) The receipt of an internal grant;
- 18) The completion of a program or treatment evaluation for internal purposes;
- 19) The receipt of student research or teaching award or recognition by Graduate School or external association (which may not be also counted in #11)

*Categorization of a piece of scholarly work as Tier I or II will occur during yearly evaluations by the Department Chair in consultation with the faculty member.

Service

Candidates for tenure will be evaluated in the category of service. The candidate for tenure must provide documentation of service in any of the following areas: department, university, profession, and community. The candidate will have maintained a record of quality service. Examples of service may include, but are limited to, membership on university, college, department and program committees; involvement/membership in one or more appropriate professional committees at the state, regional, national and/or international level; involvement in reviews for journals, publishers, and granting agencies; and service as reviewers, editors, and / or editorial boards members. A candidate who has performed **any 15 activities** of service in the ways listed (or comparable service) has fulfilled the minimum “service” requirement for tenure. Of the 15 activities of service, at least 5 should be service activities outside of the department.

*Categorization of a service activity will occur during yearly evaluations by the Department Chair in consultation with the faculty member.

Standards for Promotion to Associate Professor

The standards for promotion to Associate Professor are the same as the standards for tenure in the categories of teaching and service. However, the requirements for promotion to Associate professor differ in the category of scholarship. To be considered for promotion to Associate Professor, a faculty member must carry out a combination of **six or more** of the following activities, with **at least two** activities during the period under evaluation coming from Tier I below. However, #10 below may not be counted as both Tier I activities. Note that a candidate applying for tenure and promotion at the same time may count the same scholarly work under both the criteria for tenure and promotion.

Tier I

- 1) The publishing or acceptance of a book;
- 2) The publishing or acceptance of a publisher-reviewed textbook;
- 3) The publishing or acceptance of a paper in a peer-reviewed journal;
- 4) The publishing or acceptance of a chapter or an article in collections within a book;
- 5) The successful award of an extramurally funded grant;
- 6) The invitation to submit a paper or manuscript within one’s area of expertise;
- 7) The publishing or acceptance of a research paper in a technical report or conference proceedings;
- 8) The editing of scholarly collections including Managing Editor and Associate Editor roles;
- 9) The supervision of undergraduate student research resulting in two publications;
- 10) The presentation of a paper or a poster session at professional conferences or invitation to provide professional develop opportunities to the field, in any combination totaling 5 (which may not be also counted as a required Tier II activity and may not be the same presentation given at various professional conferences)

or

Tier II

- 11) The presentation of a paper or a poster session at a professional conference or the invitation to provide professional development opportunities to the field;
- 12) The organization and delivery of a workshop at a professional conference;
- 13) The writing of a grant proposal;
- 14) The publishing of a book review;
- 16) The supervision of graduate research (serving as the chair for 3 theses or a committee member for 5 theses; or a reasonable combination or equivalent)
- 16) The supervision of undergraduate research resulting in a conference presentation or publication submission;
- 17) The receipt of an internal grant;
- 18) The completion of a program or treatment evaluation for internal purposes;
- 19) The receipt of student research or teaching award or recognition by Graduate School or external association (which may not be also counted in #11)

Standards for Promotion to Full Professor

Teaching

Candidates for promotion to full professor will be evaluated in the category of teaching. To be awarded full professor, candidates must demonstrate a record of high quality teaching. Student ratings (quantitative and qualitative) from the past three years, two course syllabi from the most recent semester, grade distributions for all courses taught at FHSU, peer reviews, and a statement by the candidate describing efforts to improve and enhance teaching should be included. Other indicators of teaching quality that could be included are: revision of teaching philosophy, revision of advising philosophy, advisee evaluations, course development, and teaching awards. Student evaluations need to demonstrate a preponderance of positive opinion and student evaluations should be competitive at the department and or college level.

Scholarship

Candidates for promotion to full professor will be evaluated in the category of Scholarship. Since promotion to Associate Professor, a faculty member must carry out a combination of **seven or more** of the following activities, with **at least three** activities during the period of evaluation coming from Tier I below.

Tier I

- 1) The publishing or acceptance of a book;
 - 2) The publishing or acceptance of a publisher-reviewed textbook;
 - 3) The publishing or acceptance of a paper in a peer-reviewed journal;
 - 4) The publishing or acceptance of a chapter or an article in collections within a book;
 - 5) The successful award of an extramurally funded grant;
 - 6) The invitation to submit a paper or manuscript within one's area of expertise;
 - 7) The publishing or acceptance of a research paper in a technical report or conference proceedings;
 - 8) The editing of scholarly collections including Managing Editor and Associate Editor roles;
 - 9) The supervision of undergraduate student research resulting in two publications;
- or

Tier II

- 10) The presentation of a paper or a poster session at a professional conference or the invitation to provide professional development opportunities to the field;
- 11) The organization and delivery of a workshop at a professional conference;
- 12) The writing of a grant proposal;
- 13) The publishing of a book review;
- 14) The supervision of graduate research (serving as the chair for 3 theses or a committee member for 5 theses; or a reasonable combination or equivalent);
- 15) The supervision of undergraduate research resulting in a conference presentation or publication submission;
- 16) The receipt of an internal grant;
- 17) The completion of a program or treatment evaluation for internal purposes;
- 19) The receipt of student research or teaching award or recognition by Graduate School or external association (which may not be also counted in #10)

Service

The candidate for tenure must provide documentation of service in any of the following areas: department, profession, university, and community. The candidate will have maintained a record of quality service. Examples of service may include, but are limited to, membership on university, college, department and program committees; involvement/membership in one or more appropriate professional committees at the state, regional, national and/or international level; involvement in reviews for journals, publishers, and granting agencies; and service as reviewers, editors, and / or editorial boards members. Since promotion to Associate Professor, a candidate who has performed **any 20 activities** of service in the ways listed (or comparable service) has fulfilled the minimum “service” requirement for tenure. Of the 20 activities of service, at least 7 should be service activities outside of the department.

FORT HAYS STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
STANDARDS FOR TENURE AND PROMOTION
Effective Fall, 2015

Specific to Social Work faculty on tenure or promotion track, the following activities are to be documented in narrative form including, but not limited to:

Standards for tenure:

Teaching:

1. Submit a minimum of one peer review per semester by a tenured faculty member.
2. Demonstrate curriculum development in current or newly created course work.
3. Document evidence deemed to be indicative of teaching effectiveness (e.g. service learning components, organized student field trips, and awards or citations).
4. Document evidence deemed to be indicative of student engagement (e.g. student feedback, teacher evaluations, etc)
5. Submit to the department chair each semester current syllabi that contain all departmentally required components.
6. Maintain the negotiated teaching load.
7. Use a pre-test/post-test assessment to evaluate at least one class annually, and provide documentation demonstrating that course learning objectives were met.

Scholarly Activities in the Profession: Specific to Social Work Tenure Track faculty, the range of professional activities will include Research/Publications, Presentations/Original Training, and other activities evidencing professional and scholarly progress.

Research/Publication Activities (Items 1 and 2 are requirements):

1. Complete an evidence-based research study to be completed within the five years of Tenure Track period presented to an agency, presented for a professional conference or submitted for publication.
2. Complete at least two research activities from the following list:
 - a. Research accepted for publication or published in peer-reviewed journals.
 - b. Independent research and/or research prepared for agencies or governmental organizations such as copies of completed written program evaluations prepared for agencies or governmental organizations.
 - c. Conceptual papers accepted for publication or published in peer reviewed journals.
 - d. Monographs, book chapters or books, reviews, editing refereed journals or other publications for a professional or an academic audience.
 - e. Written grant proposals and funded grants.

Presentations/Original Training Activities (This item is required):

1. A minimum of four presentations are defined to include local, regional, and national conference and training venues. Presentations should be distributed fairly evenly through the tenure track years.

Other Scholarly Activities (Optional):

1. Awards, prizes, or other forms of recognition of professional achievement
2. Continuing education and/or advanced training certificates
3. Invitations from professional organizations to serve as panelist, moderator, researcher, or other roles related to knowledge-building and professional renewal
4. Documentation of information prepared for the media

Service:

The candidate for tenure will maintain a record of quality service in a variety of ways. Indicators of service include activities that are related directly to the professional discipline of the professor and are carried out through *volunteer activities, board membership, and professional services.*

Indicators of an active service agenda include service on university committees, service on college committees, service on departmental committees, and service to professional organizations and to communities.

- Serve on two departmental committees annually. (Serving as Faculty Senator or sponsoring a student club will each count as service to the committee.)
- Serve on one college or university committee annually.
- Serve on one professional or community committee annually.

Standards for Promotion to Associate Professor:

Teaching:

1. Document evidence deemed to be indicative of teaching effectiveness (e.g. service learning components, organized student field trips, and awards or citations).
2. Document evidence deemed to be indicative of student engagement (e.g. student feedback, teacher evaluations, etc)
3. Demonstrate curriculum development in current or newly created course work.

Scholarly Activities in the Profession: Specific to Social Work Tenure Track faculty, the range of professional activities will include Research/Publications, Presentations/Original Training, and other activities evidencing professional and scholarly progress.

Research/Publication Activities :

Choose at least one research activity from the following list:

- a. Research accepted for publication or published in peer-reviewed journals.
- b. Independent research and/or research prepared for agencies or governmental organizations such as copies of completed written program evaluations prepared for agencies or governmental organizations.
- c. Conceptual papers accepted for publication or published in peer reviewed journals.
- d. Monographs, book chapters or books, reviews, editing refereed journals or other publications for a professional or an academic audience.
- e. Written grant proposals and funded grants.

Presentations:

A minimum of two paper presentations at professional regional or national conferences.

Service:

The candidate for tenure will maintain a record of quality service in a variety of ways. Indicators of service include activities that are related directly to the professional discipline of the professor and are carried out through *volunteer activities, board membership, and professional services.*

Indicators of an active service agenda include service on university committees, service on college committees, service on departmental committees, and service to professional organizations and to communities.

- Serve on two departmental committees annually. (Serving as Faculty Senator or sponsoring a student club will each count as service to the committee.)
- Serve on one college or university committee annually.
- Serve on one professional or community committee annually.

Standards for Promotion to Full Professor:

Teaching:

1. Document evidence deemed to be indicative of teaching effectiveness (e.g. service learning components, organized student field trips, and awards or citations).
2. Document evidence deemed to be indicative of student engagement (e.g. student feedback, teacher evaluations, etc)
3. Demonstrate curriculum development in current or newly created course work.

Scholarly Activities in the Profession: Specific to Social Work Tenure Track faculty, the range of professional activities will include Research/Publications, Presentations/Original Training, and other activities evidencing professional and scholarly progress.

Research/Publication Activities:

Choose at least two research activities from the following list:

- f. Research accepted for publication or published in peer-reviewed journals.
- g. Independent research and/or research prepared for agencies or governmental organizations such as copies of completed written program evaluations prepared for agencies or governmental organizations.
- h. Conceptual papers accepted for publication or published in peer reviewed journals.
- i. Monographs, book chapters or books, reviews, editing refereed journals or other publications for a professional or an academic audience.
- j. Written grant proposals and funded grants.

Presentations:

A minimum of two paper presentations at professional regional or national conferences.

Service:

The candidate for tenure will maintain a record of quality service in a variety of ways. Indicators of service include activities that are related directly to the professional discipline of the professor and are carried out through *volunteer activities, board membership, and professional services.*

Indicators of an active service agenda include service on university committees, service on college committees, service on departmental committees, and service to professional organizations and to communities.

- Serve on two departmental committees annually. (Serving as Faculty Senator or sponsoring a student club will each count as service to the committee.)
- Serve on one college or university committee annually.
- Serve on one professional or community committee annually.