DPT Tenure and Promotion Guidelines

These guidelines apply to faculty appointments with a start date of July 2021 or later.
Faculty hired before July 2021 may adopt these departmental guidelines or continue
with previous guidelines.

Faculty members are professionals working together to promote the success of students, colleagues, and the university in addition to fostering personal and professional growth. Western Kentucky University College of Health and Human Services and Department of Physical Therapy faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom.

DPT Tenure and Promotion Guidelines

Preamble --- The Department of Physical Therapy faculty is subject to the policies of WKU and the College of Health and Human Services. These policies are documented, and regularly updated, in the *WKU Faculty Handbook* and the *College of Health and Human Services Faculty Handbook*; both are available online. The outcomes specified in the following sections are examples of outcomes or evidence that a candidate may use to guide his/her activity. Candidates are encouraged to document any and all relevant evidence of their contributions to advancing their discipline and to better educating our students. These guidelines do not apply to pedagogical faculty or to faculty at the rank of Instructor, clinical ranks, and the like. Guidelines are planned for development for these aforementioned types at a later date as the need for faculty lines in these areas are identified.

Tenure-track faculty and Tenured Associate Professors are expected to achieve the targets described in the areas of teaching, research and creative activities, service, and professionalism. However, variations in quantity based on quality of faculty accomplishments and/or workload will be considered during the evaluation processes.

Teaching

All tenure-track and tenured faculty need to demonstrate continuing evidence of teaching performance. Because teaching effectiveness is highly regarded in DPT, faculty focus considerable time preparing for and delivering classroom instruction. The evidence to assess teaching effectiveness comes from multiple sources to include self reflection, peer assessments, involvement in pedagogical training, and student assessments. Peer assessments and student assessments will be used by tenure and promotion committees in the collective assessment of teaching effectiveness.

- Peer assessment provides information to a faculty member to improve and evaluate his/her teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning.

  Peer assessment needs to be systematic and evaluative. Department Heads/Directors in DPT will observe probationary, tenure-track faculty on an annual basis. In addition, at least one other peer assessment should be completed annually for all probationary, tenure-track faculty members. The latter assessment should be conducted by a tenured faculty either within or outside his/her respective department/school, selected by the Department Head/School Director. DPT will provide training sessions/workshops to tenured faculty who may serve as peer assessors.

- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback. An evaluation of teaching effectiveness commensurate with departmental and college norms should

be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards,

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation; student written comment or other feedback; contributions to lab manuals or other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships or clinical experiences, and involvement with and mentoring student research or creative projects) and professional development to improve teaching skills. A textbook authored by faculty is an important contribution to instruction and is a significant teaching tool. Thus, a textbook can be considered to be an important indicator for teaching effectiveness and will be considered as scholarship.

A rubric is provided to determine a numeric score and will be used in delineating indicators of teaching performance.

Promotion to Associate Professor: Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to associate professor. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the satisfactory level for the categories defined in the evaluation rubric, there should be evidence that teaching is overall excellent. Thus, the majority (5 out of the 8 indicators) of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

Tenure: Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for tenure. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the satisfactory level for the categories defined in the evaluation rubric, there should be evidence that teaching is overall excellent. Thus, the 50% or more of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

Promotion to Professor: Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to professor. While faculty are expected to have minimal performance at the satisfactory level for the categories defined in the evaluation rubric, there should be evidence that teaching is overall excellent. Thus, the majority, 5 out of 8 indicators, of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

Rubric for Faculty Teaching Effectiveness Evaluation

This rubric will be used in delineating indicators of teaching performance and will be used by the tenure and promotion committees. The table below lists specific components of effective teaching, followed by a scoring rubric where 0 indicates "unsatisfactory", 1 represents "satisfactory" and 2 refers to "excellent".

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
Systematic development and organization of appropriate materials for presentation and communication to students of course objectives, plan of study, and means of student performance evaluations	Individual *systematically develops and revises* course content/topics, organization, and materials in response to new developments in his/her field. Syllabi follow WKU guidelines and define course objectives and means of student evaluation. Course material is *consistently well-organized*.	Individual provides well-organized and thorough syllabus for each course taught. Syllabi follow WKU guidelines and define course objectives, topics, and means of student evaluation. Course material is somewhat well-organized.	Course topics reflects outdated materials. Syllabi fail to follow WKU guidelines and do not provide adequate information. There is a pattern of documented student complaints concerning disorganized coverage of material.
Effectiveness of presentation by methods of instruction, such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, consultation, field trips, computer-assisted instruction, reading lists, audiovisual materials, simulations, games, and other	Individual uses multiple teaching/learning strategies to present course content, demonstrates *excellent preparation* for content delivery, and maintains *flexibility in responding to student needs*. Uses *appropriate technology* for learning. *Consistently* relates content to previous knowledge and/or future	Individual delivers course content in efficient manner, demonstrates adequate preparation for content delivery, and uses multiple teaching/learning strategies. Occasionally relates content to previous knowledge and/or future applications. Occasionally encourages discussion/ interaction among or with students.	Individual reads from notes. Individual fails to deliver adequate course content, demonstrates a lack of preparation for content delivery, and fails to use multiple teaching/learning strategies. Individual fails to or rarely relates content to previous knowledge and/or future applications. Individual fails to encourage discussion/interaction

forms of **student engagement**.	applications. *Consistently facilitates discussion/interaction* among or with students *and responds effectively to student questions.*		among or with students and fails to respond effectively to student questions.
Assessment procedures, such as tests, grading practices, and clinical performance	Individual *develops* tests/assignments/evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with adequate feedback about their progress. *Tests/assignments are systematically up-dated, as needed.* Provides to students the *goals of assessment*, along with criteria, instructions, and expectations. Assessments are of *exceptional quality, have in-depth information including comments*, and lend themselves to meaningful student feedback.	Individual administers tests/assignments/ evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with adequate feedback about their progress. Provides to students assessment criteria, instructions, and expectations. Assessments are of satisfactory quality, have adequate information, and lend themselves to meaningful student feedback.	Individual lacks a systematic procedure for evaluation of student progress. Students frequently complain about evaluation methods/feedback in courses. Fails to provide students with assessment criteria and instructions. Assessments are of poor quality, have minimal information, and do not lend themselves to meaningful student feedback.
Student assessment and feedback from course appraisals (SITE) and students comments.	A pattern of student feedback from course appraisals is *frequently above average (>3)* and supportive.	A pattern of student feedback from course appraisals is consistently average (3) and supportive.	Student feedback patterns are consistently below average (<3) and not supportive. A pattern of sufficient improvement is not identified.

Student performance on departmental or other standardized exams or on other measures of student learning	Individual contributes to successful student performance on departmental comprehensive examination.	Individual contributes to successful student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual supports students in applications to graduate and/or professional programs; supports students in job searches.	Individual does not contribute successful student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual provides minimal or no support to students in seeking and attaining discipline or professional opportunities and jobs.
Effectiveness with which students are stimulated to develop and conduct research and present findings of research.	Individual instructs an average of 2 student research groups per year.	Individual instructs an average of 1 student research group per year.	Individual does not attain an average of 1 student research group per year.
Peer assessment and feedback from classroom/lab observation.	Individual receives a minimum of 4 on all 5 indicators in the peer review assessment.	Individual receives a minimum of 4 in 3 of the 5 indicators in the peer review assessment.	Individual receives a minimum of less than 3 in 2 of the 5 indicators in the peer review assessment.

Development of workbooks, manuals, tapes, other print and non- print **learning resources** developed primarily for classroom	Individual *develops/revises* learning resources for instructional use, such as workbooks, manuals, course packets, videotapes, slides, online materials, in-class exercises.	Individual uses course-supporting materials, in addition to textbooks, to enhance instruction.	Individual has limited use of materials to enhance learning.

Research/Creative Activities

All tenure track and tenured faculty need to demonstrate continuing evidence of research/creative activities related to the scholarship of discovery, integration, application, engagement, teaching, and artistic endeavor.

The peer-reviewed scholarship of discovery and integration encompasses scholarly activities, which contribute to the collection of human knowledge and to the intellectual climate of the university. In DPT, there are many types of empirical research involving the use of quantitative and/or qualitative techniques that fall within the scholarship of discovery. Work that is original and a critical analysis and review of work in one's field or is an extension of the scientific work of others may constitute the scholarship of discovery. Examples include interdisciplinary works, such as those that use economic, health, psychological/ sociological analyses, reviews and essays that probe the merits of another's work from a particular viewpoint, such as religious, political, gender, or cultural based perspectives. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner; drawing together isolated factors, or placing known information into broader contexts. It synthesizes, interprets, and connects the findings in a way that brings new meaning to these facts.

The scholarship of application encompasses scholarly activities, which seek to relate knowledge in his/her field to the affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as using social problems as the agenda for the scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to health and human service problems. Examples of the scholarship of application include but are not limited to the dissemination of the following types of products: 1) papers that are published as peer-reviewed articles; 2) scholarly books; 3) chapters that appear in scholarly books; 4) scientific inventions and creations; 5) patents or copyrights; and 6) grants and contracts.

The scholarship of teaching encompasses scholarly activities, which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information on the learning process. Examples of scholarship of teaching include the development and evaluation of innovative teaching methodologies and technologies that advance the knowledge in one's discipline via dissemination through peer-reviewed articles in publications and presentations at peer-reviewed conferences.

The scholarship of artistic endeavor encompasses scholarly activities, which are directly related to the creative process. Examples include creation of new techniques, equipment, technologies, materials, and methods to advance the art and science of one's discipline. These endeavors should translate to papers in peer-reviewed publications and extramural grants and contracts.

The following is an outline of typical scholarship activities/ processes in the health sciences and human services.

- Research can be both qualitative and quantitative. It is often theoretically driven and follows a specific research question(s) or explores new paradigms through mega data analyses such as data mining.
- Quantitative research is analytical in nature. It includes, but is not limited to, Experimental and Quasi-Experimental Studies, Correlational Studies, Cross-sectional surveys, Cohort Studies, Case-Control Studies, Case Series, Meta-analyses, Program Evaluations, Laboratory Research, and the development of scientific instrumentation.
- Qualitative research is observational in nature. It includes scientific techniques that must serve a research purpose; be planned and recorded systematically, and be subjected to checks and controls on validity and reliability. Examples of qualitative research include observation of unique events, open-ended interviewing, focus groups, and participant observation. These often produce data such as descriptive analysis, field notes, official statistics, personal documents, photographs, creative works of design, and study participant's own words.
- Much of the aforementioned scholarly activity could require grants written for financial support. Such funding sources could be internal and/or external to the university. Internal funding could be pursued at the university levels. External funding could be obtained via national governmental agencies (e.g., National Institutes of Health, National Science Foundation, etc.), state/ local agencies and/ or non-governmental organizations such as private foundations, private corporations, etc.

The following are recognized outlets for scholarship in the health sciences and human services.

- Publications in peer-reviewed scientific journals in the respective research or related discipline(s).
- Peer-reviewed presentations disseminated at international, national, regional, and state conferences.
- Scholarly Book or Textbook and/or a chapter published in a scholarly book or textbook. [Note: Scholarly sources (also referred to as academic, peer-reviewed, or refereed sources)]are written by experts in a particular field and serve to keep others interested in that field up to date on the most recent research and findings.

Promotion: Assistant to Associate Professor

1. Publications	2.Scholarly Presentation	3.Grants/ Contracts
3 or more peer-reviewed publications or significant creative works (as recognized in certain disciplines) since appointment at WKU. At least one shall be first authored.	3 or more peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/ meetings At least 1 of these 3 products are first authored.	Submission of at least one internal or external grant/contract as PI, Co PI, or Key Personnel.

Note: Student authorship is encouraged. If a student is listed as first author and primary faculty mentor as second/ senior author on a publication, the primary faculty mentor can consider this as first authorship for purposes of promotion and tenure.

Tenure

1.Publications	2.Scholarly Presentations	3.Grants/ Contracts
3 or more peer-reviewed publications or significant creative works (as recognized in certain disciplines) since appointment at WKU. At least one shall be first authored.	3 or more peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/ meetings At least 1 of these 3 products are 0 first authored	Submission of at least one internal or external grants/contract as PI, Co PI, or Key Personnel.

Note: Student authorship is encouraged. If a student is listed as first author and primary faculty mentor as second/ senior author on a publication, the primary faculty mentor can consider this as first authorship for purposes of promotion and tenure.

Promotion: Associate to Professor

The following expectations are cumulative from the time of appointment as Assistant Professor in DPT. The progression to Professor should include work that indicates sustained record of performance and the development of expertise/specialization in at least one or two areas of scholarship.

1.Publications	2.Scholarly Presentations	3.Grants/ Contracts
At least 10 peer-reviewed publications or significant creative works (as recognized in certain disciplines). At least 4 of these publications/works must be first authored and at least an additional 3 must be first or second authored.

A minimum of 6 publications are required since promotion to Associate Professor. | At least 6 poster/podium peer-reviewed presentations at international, national, regional, and state conferences/ meetings. At least 3 of these are first authored, with two required at the national level.

A minimum of 3 presentations are required since promotion to Associate Professor. | Evidence of submission of one grant/contract as PI/Co-PI or key personnel |

Note: Student authorship is encouraged. If a student is listed as first author and primary faculty mentor as second/ senior author on a publication, the primary faculty mentor can considered this as first authorship for the purposes of promotion and tenure.

University/Public Service

All tenure-track and tenured faculty are required to demonstrate continuing evidence of university and public service. This service is an essential component of the role of faculty in fulfilling the mission of DPT and WKU. Each CHHS faculty is required to demonstrate evidence of participation in both university and public service.

University Service includes work that contributes to the effective operation and governance of a program, department/school, college, and/or the university. All faculty are expected to contribute to the academic community through committee service and participation in program, department, college, and university governance. Key involvement includes service on the following committees:

- University committees
- College committees
- Departmental committees
- Program committees
- Advising/mentoring
- Workshop Coordinator

Note: Faculty at the assistant professor rank are encouraged to not serve on the University Senate in their first three years of service at WKU. Service on the University Senate and a subsequent senate committee requires a significant time commitment.

Additional examples of appropriate university service contributions may include, but are not limited to:

- Special assignments from the Department Head/ Director/Dean
- Specific Tasks and Contributions to program accreditation activities
- Writing self-study or accreditation documents
- Mentoring/advising new faculty
- Mentoring/advising student groups
- Direction of internships professional clubs and other organizations
- Creation/Maintenance of advisory groups
- University initiatives (For example, retention and recruitment and student engagement; chair or serve on such a committee)
- Participation in student recruitment activities
- Development of recruitment materials (print, websites, social media, etc.)
- Participation in fund raising, public relations, and marketing of programs
- Program review for the university

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- Organizing colloquia and seminars for department or college.

Special Note: An individual shall not get service credit as a program coordinator if they are receiving a stipend and/or course buyout since WKU views these as formalized assignments and not service activities.

Public Service includes participation in local, regional, national, or international community activities directly related to the faculty member's profession. If a payment/ stipend is received for serving in a position/role, it cannot be considered as public service.

Key involvement in public service includes participation in positions/roles such as the following:

- Officer
- Board Member
- Professional committee chairperson
- Professional committee member
- Editors/Managing Editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (peer-reviewer for journal articles, chapters, etc.)

Additional examples of appropriate public service contributions may include, but are not limited to:

- Expert assignment or appointment to a policy advisory committees.
- Organizers/directors of seminars, workshops and/or other scientific or pedagogical or clinical conferences external to WKU.
- Local, state and/or national governmental and advisory boards, agencies, commissions that are related to the faculty member's discipline.
- Business and industry or private citizens as technical expert or member of policy advisory committees (unpaid; one shall not count paid consulting for service because that is done above and beyond the academic contract).
- Work with schools through contact with teachers, administrators, students; through participation in science fairs, college day volunteer-based programs, lectures, performance, in-service programs; through advising on curricular matters, and pedagogy.
- Participation in local, state, regional, national, or international community activities directly related to the faculty member's profession/discipline, such as presentations, news media interviews, and professional advice to nonprofit agencies.
- Accreditation team service.
- Provision of clinical services (as long as it is not done outside of contract---for instance, if you are being paid to do it outside of workload it is not counted as service).

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- Participation in meetings, symposia, conferences, workshops; in radio and/or television by developing and presenting materials for public awareness.
- Technical assistance (unpaid) including grant proposals and grant awards for an organization or community.
- Writing questions for licensure or certification exams.

Promotion to Associate Professor Rank - A tangible record of excellent performance demonstrating increasing involvement in department, college, and university and public services is required for promotion to associate professor. A leadership position towards the end of the time for submission of portfolio for the Associate Professor rank is encouraged. Faculty are encouraged to demonstrate involvement in public service (those disciplines that have/ encourage public service).

University Service (average annual involvement* = 2)	Public Service (average annual involvement* = 1)
Average involvement in 2 committees/activities a year at the college or university or department/school level.	Involvement in 1 international/national committee, board, officer. -or- 2 regional/state/local committee, board, officer, and/or professional service activities

*average annual involvement is the total number of involvements ÷ by the total number of years

Tenure:

University Service (average annual involvement* = 2)	Public Service (average annual involvement* = 1)
Average involvement in 2 committees/activities a year at the college or university or department/school level.	Involvement in 1 international/national committee, board, officer. **-or-** 2 regional/state/local committee, board, officer, and/or professional service activities

*average annual involvement = total number of involvements ÷ total number of years.

Promotion to Professor Rank: A tangible record of exceptional and high-quality performance demonstrating distinction, significant contribution, and sustained effectiveness in his/her field. Leadership position(s) and evidence of mentoring faculty is/are highly recommended.

A defining characteristic of university service for promotion to Professor rank is the transition to active *leadership* roles within service activities.

A defining characteristic of public service for promotion to Professor rank is the transition to active services roles *beyond the local area* (regionally, nationally, and/or internationally). In those disciplines where public service may not be as vitally relevant/ available, a greater involvement/ leadership role(s) in service within the university is required.

University Service (average annual involvement* 2)	Public Service (average annual involvement* = 2)
Average involvement in 3 committees/activities/year at the college or university or department/school level. At least one committee involves leadership role (i.e., Committee Chair)	Involvement in at least 2 international/national/ regional/state/local committee/board /officer/ and/or professional service activities
Service in leadership roles is expected.	Service in leadership roles is expected.

*average annual involvement = total number of involvements ÷ total number of years since promotion to Associate Professor.