

Department of Public Health

Continuance, Promotion & Tenure Policies (Tenure Eligible)

Adopted September 2014

I. Continuance – Tenure Track Line

A. Annual Evaluation:

Annual evaluations and continuance recommendations of probationary faculty will be conducted as outlined in the WKU Faculty Handbook. Probationary faculty will submit a portfolio during the first year of employment and annually thereafter (refer to WKU Faculty Handbook IV.B.3.a.) documenting activities and progress in the areas of teaching, research/creative activities, and university/public service as indicated by the applicant's respective department and specific track. The purpose of the continuance review is to determine whether there has been sufficient progress toward tenure to justify continuation of the faculty member. The Department Head will consult a continuance committee of all tenured faculty in the department to determine the progress toward tenure in the areas of teaching effectiveness, research/creative activities, and university/public service. The Department Head will provide a copy of the evaluation to the faculty member under review. Any deficiencies in performance will be clearly stated in the evaluation and the faculty member will have an opportunity to respond.

B. Portfolio:

Portfolio Recommendations: One 2-inch (maximum), hardback, 3-ring binder to hold the portfolio documents to include the following except for the SITE evaluations, which will be in a separate 1-inch binder.

- i. Table of contents
- ii. A persuasive narrative for promotion and/or tenure related to the three areas of expectations
- iii. A current curriculum vitae
- iv. Philosophy statements related to the three areas of expectations
- v. Documentation (recommend placement in reverse chronological order – refer to department discretion)
 - a. Summary of all quantitative SITE documentation since last promotion or since hire date. Summary should include the faculty member's data across SITE items compared with departmental, college, and university ratings for all classes taught (organized by year).
 - b. Faculty member must make a case based not solely on SITE data and should present evidence of responding to any performance feedback.
 - c. No more than 1 full-length copy of a published article. For other articles, provide copies of the journal cover (if available) and the first page of each article will be sufficient.
 - d. Representative samples of all other evidence (e.g., assessments, syllabi, presentations, letters of commendation, committee appointment memos, "thank you" for service, etc.)

C. Criteria

Teaching Effectiveness:

Teaching includes a broad range of activities. The following are examples of areas that faculty may use to meet teaching effectiveness: effective presentations, active learning, service learning, community-based learning experiences, internships or clinical experiences, and involvement in community-based research projects. Other activities included in teaching are academic advising and mentoring, involvement in special projects such as participation in recruitment or learning communities, development of courses for programs using distance or innovative delivery models, and implementation of special retention programs or efforts. Because teaching effectiveness is highly regarded in CHHS, faculty spends most of their time preparing for and delivering classroom instruction. The evidence to assess teaching effectiveness comes from multiple sources such as self-assessment, peer

assessments, and student assessments. Self-assessment may include reflective statements about teaching philosophy, critiques of the links between course objectives and activities, descriptions of teaching materials and assignments, and statements about what worked well, barriers encountered, and steps to improve course(s).

The following is required of tenure eligible faculty for the review period:

- An evaluation of teaching effectiveness commensurate with departmental norms nominally determined from SITE evaluations
- Department Head evaluation
- Peer evaluation/assessment needs to be systematic and evaluative. Department Heads/Director of the SON in CHHS will observe probationary and non-tenured faculty on an annual basis. In addition, at least one other peer evaluation may be completed annually for all non-tenured faculty members. The purpose of peer evaluation is to provide information to a faculty member to improve 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.
- Involvement in student mentorship and/or advising
- Evidence of curricular development or innovation (e.g., syllabi of original courses)

In addition, further evidence of successful teaching may include:

- Written peer comments based on classroom instruction(s), student written comment(s), contributions to (or authorship of) textbooks or lab manuals.

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, engagement, teaching, and artistic endeavor. The CHHS considers scholarship in the following areas, which were first outlined by Boyer in *Scholarship Reconsidered* (1990) and later by Glassick, Huber, and Maeroff in *Scholarship Assessed* (1997).

The scholarship of discovery encompasses scholarly activities, which contribute to the stock of human knowledge and to the intellectual climate of the university. In CHHS 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 highly original that cannot fairly be regarded as merely interpretive, interdisciplinary or an extension of the work of others may constitute the scholarship of discovery.

The scholarship of integration encompasses scholarly activities, which are primarily interdisciplinary or interpretive in nature. 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. Examples of scholarship of integration include interdisciplinary works, such as those which use economic or psychological analysis, reviews/ essays which probe the merits of another's work from a particular viewpoint, such as religious, political, gender, or cultural based perspectives.

The scholarship of application encompasses scholarly activities, which seek to relate knowledge in one's 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, or making ideas accessible to the public. Examples of the scholarship of application include diverse forms of scholarship as drafts of model programs; articles and books examining the legal, health, economic, ethical implications of new social phenomena; editorials and opinion pieces involving issues in health and human services; and certain types of applied research.

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 in the learning process. Examples of scholarship of teaching include publications about pedagogy and methodology, development and publication of instructional materials, the conduct of workshops on innovative teaching methods, and the creation of computer exercises in areas relating to one's discipline.

The scholarship of artistic endeavor encompasses scholarly activities, which are directly related to the creative process, especially in the fine or applied arts. Examples include music recitals and performances, juried exhibitions of work in interior design or textile and merchandising, and creation of new art forms or new techniques within an art form.

The following may be required over the review period:

- Active proposals for external funding, understanding that successful funding could reduce proposal activities.
- Faculty should be progressing toward publications in recognized, peer-reviewed journals. Other scholarly activities that are equivalent to publications include patents, peer-reviewed books, and educational products
- Direction of student research that results in presentations at local, regional, or national meetings is also considered

In addition, further evidence of successful scholarly activities may include:

- Publication of review papers or monographs in professional journals
- Textbook contributions, or authorship(s)
- Presentation of papers (posters or oral presentations) at local, region and/ or national scholarly meetings of professional societies
- Publication(s) of state and/or federal agency reports

University/Public Service:

Service is an important and essential component of appropriate activities and related to the mission of CHHS and WKU. Service includes work that contributes to the effective operation and collegial governance of the program, department, 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. Examples of appropriate service contributions may include, but are not limited to: other departmental activities such as administrative duties, special assignments from the chairperson, contributions to program accreditation activities, and participation in faculty meetings and seminars. Also, participation in regional, national, or international community activities directly related to the faculty member's profession, such as lectures and presentations, news media interviews, and professional advice to nonprofit agencies. Participation in service functions of the profession such as journal referee or editor, serving on accreditation team, writing questions for licensure or certification exams, program review for university, officer of professional organizations, and session organizer or chair at professional meetings. Provision of clinical services related to assessment of health and wellness. The service of organizing colloquia and seminars for a department or college, also participation in student recruitment, development of recruitment materials in print or web-base and other services such as assisting in fund raising, public relations, and marketing of programs. Other (to be added by departments).

The following is required over the review period:

- Participation in departmental, college, and/or university committees
- Member of a relevant professional society
- Participation in student recruitment activities

In addition, further evidence of successful service may include:

- Participation in community boards
- Refereeing manuscripts for professional journals or grant proposals; editing books, or reviews
- Participation in student organizations
- Organizing (or chairing) workshops, conference sessions, or symposia
- Service in public relations efforts relevant to the activities in the department
- Service as a technical expert or advisor to industry or government agency

D. Collegiality

WKU CHHS faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom. Faculty members are professionals working together to promote the success of students, peers, and WKU. A record of collegiality is required for continuance.

E. Mid-Tenure Review

In addition to the regular annual evaluations and continuance recommendations of probationary faculty as outlined in the WKU Faculty Handbook, probationary faculty will submit a portfolio following the end of the third year of employment documenting activities and progress in the areas of teaching, research/scholarly activities, and university/public service. It is expected that meeting the requirements for previous continuance will result in a cumulative portfolio with possibly minimal revisions for mid-tenure review submission.

The purpose of the mid-tenure review is to determine whether there has been sufficient progress toward tenure to justify continuation of the faculty member. In evaluating progress toward tenure, department heads shall consult with the tenured faculty in the department and shall evaluate the faculty member specifically in the areas of teaching, research/creative activities, and public/university service. Any deficiency in performance will be clearly stated, and the faculty member under review will be given a copy of the evaluation with an opportunity to respond.

The mid-tenure review portfolio will be submitted to their department head by August 15th following the completion of the third year of tenure track employment. The department head will notify and convene tenured faculty to review the portfolio. The tenured faculty and department head will discuss the portfolio and provide the tenure track faculty member under mid-tenure review with written feedback regarding the portfolio. The department head will meet with the tenure track faculty member under mid-tenure review in order to review and discuss the written documentation. The dean will also be provided with a copy of the mid-tenure portfolio for the purpose of feedback to the faculty member. Deadlines for the mid-tenure review process will coincide with the deadlines for continuance.

II. Promotion to Associate Professor Rank

A. Criteria

Teaching Effectiveness:

Demonstration of continued progress toward excellence in one's ability to convey knowledge regarding specific area of teaching expertise is required for promotion to associate professor. This may include demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness based on SITE scores, peer evaluations, and student engagements.

Research/Creative Activities:

A record of consistent improvement toward high quality in research/creative activities is a necessary condition for promotion to associate professor. To qualify as scholarship, the activity or work should require a high level of discipline-related expertise, be conducted in a scholarly manner with clear goals and appropriate methods, produce meaningful results, be published in peer-reviewed journals, be presented through peer-reviewed format(s), be peer-reviewed as appropriate for discipline, and have an impact on the discipline or community.

University/Public Service:

A record of increasing involvement in department, college, and university/public services is required for promotion to associate professor. Leadership position(s) is/are highly recommended.

B. Collegiality

WKU CHHS faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom. Faculty members are professionals working together to promote the success of students, peers, and WKU. A record of collegiality is required for promotion to associate professor.

III. Tenure

Tenure is awarded to those who demonstrate excellence in teaching, research/creative activities, and university/public service relevant to the mission and vision of the university, college, and department. Note the time constraints in the WKU Faculty Handbook (section IV.A.). Collegiality, professional integrity, and willingness to accept and cooperate in assignments will also be considered as factors for tenure decisions.

IV. Promotion to Professor Rank

A. Criteria

Demonstration of distinction, significant contribution, and sustained effectiveness in his/her field in the following areas: research/creative activities, university/public service, and teaching/mentorship. Special consideration may be given to a faculty member of exceptional merit as indicated by the applicant's respective department and specific track.

B. Collegiality

WKU CHHS faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom. Faculty members are professionals working together to promote the success of students, peers, and WKU. A record of collegiality is required for promotion to professor.