

APPENDIX A
School of Nursing and Allied Health Specific
Promotion and Tenure Guidelines
for Nursing Faculty

*These guidelines apply to faculty appointments with a
start date of July 2020 or later and apply to Tenure
Eligible Lines.*

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 (CHHS) faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom.

Preamble --- 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.

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.

Exceptionally well-prepared tenure-track faculty may wish to apply for promotion to Associate Professor before they are eligible for tenure. The following guidelines apply for promotion in this case as well.

Teaching

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

- Peer evaluation 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 evaluation needs to be systematic and evaluative. Department Heads/Directors in CHHS will observe probationary, tenure-track faculty on an annual basis. In addition, at least one other peer evaluation should be completed annually for all probationary, tenure-track faculty members. The latter evaluation should be conducted by a tenured faculty either within or outside his/her respective department/school. CHHS will provide training

sessions/workshops to tenured faculty who may serve as peer evaluators.

- Student assessment includes University-administered student course evaluations Student Input to Teaching Effectiveness (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, nominations for faculty awards, superlative student emails and/or letters of recommendation.

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, evaluations, 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); development of unique (non-reproduced) honors courses or sections and/or working with honors students on augmentation contracts and projects; development of study abroad course(s); description of student attainments contributed to by faculty member; 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.

A rubric is provided to determine a numeric score. This rubric 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 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 majority 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 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

Teaching includes a broad range of activities. Faculty must address at least the following areas related to teaching effectiveness:

- Systematic organization of courses
- Effective presentation
- Assessment procedures
- Student assessment and feedback
- Student performance/success of students
- Critical thinking and/or creative abilities effectiveness
- Research/scientific or technological innovations
- Development of learning resources
- Developing/scheduling/teaching courses
- Development of web-based/web-supported, support of globalization

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 suggested examples of effective teaching, followed by a scoring rubric where 0 indicates “unsatisfactory”, 1 represents “satisfactory” and 2 refers to “excellent”.

Rubric for Faculty Teaching Effectiveness Evaluation

| Component | Excellent = 2 | Satisfactory = 1 | Unsatisfactory = 0 |
|--|---|--|---|
| <p>Systematic organization of appropriate materials for presentation and communication to students of course objectives, plan of study, and means of student performance evaluations</p> | <p>Individual systematically revises course content/topics, organization, and materials in response to new developments in their field. Syllabi follow WKU guidelines and define course objectives and means of student evaluation. Course material is consistently well-organized.</p> | <p>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.</p> | <p>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.</p> |
| <p>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 forms of student engagement.</p> | <p>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 applications. Consistently facilitates discussion/interaction among or with students and responds effectively to student questions.</p> | <p>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.</p> | <p>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 among or with students and fails to respond effectively to student questions/interactions.</p> |

Rubric for Faculty Teaching Effectiveness Evaluation Continued

| Component | Excellent = 2 | Satisfactory = 1 | Unsatisfactory = 0 |
|---|---|--|--|
| <p>Assessment procedures, Such as tests, grading practices, and clinical/lab performance.</p> | <p>Individual <i>develops</i> tests/assignments/evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with constructive feedback about their progress. <i>Tests/assignments are systematically up-dated, as needed.</i> Provides to students the <i>goals of assessment</i>, along with criteria, instructions, and expectations. Assessments are of <i>exceptional quality, have in-depth information including comments</i> and lend themselves to meaningful student feedback.</p> | <p>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 students with assessment criteria, instructions, and expectations. Assessments are of satisfactory quality, have adequate information and lend themselves to meaningful student feedback.</p> | <p>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.</p> |
| <p>Student assessment and feedback from course appraisals, SITE evaluations, comments and/or letters from students and/or alumni</p> | <p>A pattern of student feedback from course appraisals, emails and/or letters is consistently and <i>frequently above average</i> and supportive.</p> | <p>A pattern of student feedback from course appraisals/SITE evaluations and other student comments is consistently average and supportive. As appropriate, a pattern of improvement to consistently average ratings are identified.</p> | <p>Student feedback patterns are consistently below average and not supportive. A pattern of sufficient improvement is not identified.</p> |

Rubric for Faculty Teaching Effectiveness Evaluation Continued

| Component | Excellent = 2 | Satisfactory = 1 | Unsatisfactory = 0 |
|--|---|--|---|
| <p>Student performance on departmental or other standardized exams or on other measures of student learning; Success of students in acceptance to graduate and professional programs, in winning awards, in job placement, or in other highly significant achievements</p> | <p>Individual contributes to successful student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual supports students in <i>successful applications</i> to graduate and/or professional programs; supports students in <i>successful job attainment</i>.</p> | <p>Individual contributes to average 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.</p> | <p>Individual does not contribute to 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.</p> |
| <p>Effectiveness with which students are stimulated to develop critical thinking and/or creative abilities and intellectual curiosity by such means as independent study, case studies or thesis projects or other means</p> | <p>Individual creates a <i>well-established learning environment</i> that encourages student questions, involvement, and debate. <i>Makes students a priority in being accessible and available to their needs. Encourages and allows for individual expression. Actively guides</i> students to be independent learners.</p> | <p>Individual encourages student questions, involvement, and debate. Assists students to be independent learners.</p> | <p>Individual does not promote students to be independent learners. Discourages student's questions, involvement, and debate.</p> |
| <p>Knowledge of recent research, discoveries and literature in the field; the use of the latest scientific/technological innovations; participation in professional activities, such as training programs, technical seminars and self-study programs</p> | <p><i>Individual routinely provides assignments in professional literature. Belongs to relevant professional organizations directly related to their field of specialization. Individual can refer students to current information sources.</i></p> | <p>Individual covers basic materials in the field in a competent manner. Minimally assigns professional literature. Member of non-specific nursing organization (ex: ANA).</p> | <p>Individual fails to assign professional literature or to remain abreast of field. Student complaints concerning outdated materials or inadequacy of knowledge are frequent. Non-member of nursing organization.</p> |

Rubric for Faculty Teaching Effectiveness Evaluation Continued

| Component | Excellent = 2 | Satisfactory = 1 | Unsatisfactory = 0 |
|---|---|---|---|
| <p>Development of workbooks, Manuals, media, PowerPoint slides, outlines, online materials, other print and non- print learning resources developed primarily for course.</p> | <p>Individual <i>develops/revises</i> learning resources for instructional use, such as workbooks, manuals, course packets, media, PowerPoint slides, outlines, online materials, and in-class exercises.</p> | <p>Individual uses publisher created course supporting materials in addition to textbooks to enhance instruction.</p> | <p>Individual has limited use of materials to enhance learning.</p> |
| <p>Cooperation in developing, scheduling, and teaching general undergraduate and graduate courses on and off campus</p> | <p>Individual plays a <i>major role</i> in the development and implementation of new courses and/or programs that reflect trends in the area of specialization or <i>initiates interdisciplinary cooperation</i>. Individual <i>displays innovation</i> in major revisions of existing courses/curriculum. Individual supports department, college, and/or university effort in the teaching of needed courses.</p> | <p>Individual assists in implementation of new courses and/or programs. Individual supports department, college, and/or university efforts in the teaching of needed courses.</p> | <p>Individual takes no part in creation of new courses and/or programs. Individual actively interferes with attempts by other faculty to develop and implement new courses.</p> |
| <p>Development or use of web-based courses, web-supported, study abroad and/or other international academic programs, and/or other efforts to support globalization</p> | <p>Individual <i>develops or conducts</i> web-based, web-supported, and/or study abroad courses or other international academic programs; incorporates global concepts in courses.</p> | <p>Individual does not develop or conduct web-based, web-supported, and/or study abroad courses or international academic programs. Individual enhances courses through other technology means. Individual incorporates global concepts in courses.</p> | <p>Individual fails to utilize technology to enhance courses. Individual does not incorporate global concepts in courses.</p> |

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 CHHS 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 refrain from service on the University Senate in their first two years of employment at WKU due to the significant time commitment involved.

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
- Participation in student recruitment activities
- Development of recruitment materials
- Participation in fundraising, public relations, and marketing of programs
- Program review for the university
- Organizing colloquia and seminars for department or college

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 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 committee
- Organizers/directors of seminars, workshops, and 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
- Collaboration 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
- Participation in meetings, symposia, conferences, workshops; through the development and presentation of materials for public awareness
- Technical assistance for an organization; may include grant proposals and awards
- Author of questions for licensure or certification exams

Rubric for Faculty Promotion: Assistant to Associate Professor

Demonstrates a tangible record of excellent performance of increased involvement in department, college, university, and public service.

| University Service | Public Service |
|---|---|
| 1. At least 2 years of service on one committee at the college or university level <u>and</u> 2. At least 2 years of service on two committees each academic year at the department/school level | At least 1 year of service on one or more of the following: 1. international committee 4. state committee 2. national committee 5. local committee 3. regional committee |

Rubric for Faculty Tenure

| University Service | Public Service |
|---|---|
| 1. At least 2 years of service on one committee at the college or university level <u>and</u> 2. At least 2 years of service on two committees each academic year at the department/school level | At least 1 year of service on one or more of the following: 1. international committee 4. state committee 2. national committee 5. local committee 3. regional committee |

Rubric for Faculty Promotion: Associate to Professor

Demonstrates a tangible record of exceptional and high-quality performance of leadership, distinction, and significant contribution in department, college, university, and public service.

| University Service | Public Service |
|--|---|
| 1. At least 2 years of service on a committee at the college or university level <u>and</u> 2. At least 2 years of service in a leadership role on 1 committee at the department/school level | At least 2 years of service and at least one leadership role on one or more of the following: 1. international committee 4. state committee 2. national committee 5. local committee 3. regional committee |

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 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 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 which use economic, health, psychological/ sociological analyses, reviews and essays which probe the merits of another's work from a particular viewpoint, such as religious, political, gender, or culturally 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 may 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 work in interior design or fashion merchandising, such as design of products or projects, and creation of new techniques, 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.

Rubric for Faculty Promotion: Assistant to Associate Professor

| Publications | Scholarly Presentations | Grants/ Contracts |
|---|--|---|
| <p>Four (4) or more peer-reviewed publications or significant creative works (as recognized in the applicant’s discipline) are required to be promoted to the rank of associate professor. At least one shall be first authored. If the faculty has held the rank of assistant professor at another university immediately prior to hire at WKU, at least two (2) of the four (4) publications are required since appointment at WKU.</p> | <p>Three (3) or more poster/podium presentations at peer-reviewed international, national, regional, and state conferences/ meetings are required. At least two of these are first authored, with one required at the national level or higher.</p> | <p>Evidence of submission of at least one internal or external grant/contract as PI, Co PI, or Key Personnel.</p> |

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 be considered as first authorship.

Rubric for Faculty Tenure

| Publications | Scholarly Presentations | Grants/Contracts |
|---|--|---|
| <p>Four (4) or more peer-reviewed publications or significant creative works (as recognized in the applicant’s discipline) are required to be promoted to the rank of associate professor. At least one shall be first authored. If the faculty has held the rank of assistant professor at another university immediately prior to hire at WKU, at least two (2) of the four (4) publications are required since appointment at WKU.</p> | <p>Three (3) or more poster/podium presentations at peer-reviewed international, national, regional, and state conferences/ meetings are required. At least two of these are first authored, with one required at the national level or higher.</p> | <p>Evidence of submission of at least one internal or external grants/contracts as PI, Co PI, or Key Personnel.</p> |

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 be considered as first authorship.

Rubric for Faculty Promotion: Associate to Professor

The following expectations are cumulative from the time of appointment as Assistant Professor in CHHS. 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.

| Publications | Scholarly Presentations | Grants/Contracts |
|--|--|---|
| <p>At least 10 peer-reviewed publications or significant creative works (as recognized in certain disciplines) are required. At least 4 of these publications/works must be first authored. An additional 3 publications/works must be third authored or higher.</p> <p>A minimum of 6 publications are required since promotion to Associate Professor.</p> | <p>At least 6 poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings. At least 3 of these are first presenter. At least 2 required at the national level or higher.</p> <p>A minimum of 3-presentations are required since promotion to Associate Professor.</p> | <p>Evidence of submission of at least one internal or external grants/contracts as PI, Co PI, or Key Personnel.</p> |

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 be considered as first authorship.

APPENDIX B

School of Nursing and Allied Health Guidelines for Promotion for Pedagogical Appointments

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 (CHHS) faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom.

The College appoints professorial faculty members on a pedagogical track in accord with Academic Affairs Policy 1.1990. These are fulltime, tenure-eligible appointments for faculty members engaged primarily in instructional activities and service. Pedagogical faculty members must meet the academic qualifications for tenure-eligible appointments and must complete the same probationary period as other tenure-eligible faculty. They are eligible for promotion. The College expects pedagogical faculty members to bring a high level of conceptual and theoretical ideas to their instructional tasks and to have innovative skill sets that enhance the intellectual development of their colleagues and their students. They are also expected to provide university and public service. Pedagogical faculty appointments do not, however, carry an expectation of involvement in scholarly research. Consequently, pedagogical faculty members will normally have a teaching load commensurately higher than that of tenure-track faculty members in their unit who carry responsibilities in both teaching and research.

Preamble --- 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.

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

Exceptionally well-prepared tenure-track faculty may wish to apply for promotion to Associate Professor before they are eligible for tenure. The following guidelines apply for promotion in this case as well.

Teaching

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considerable time preparing for and delivering class instruction. The evidence to assess teaching effectiveness comes from multiple sources to include peer evaluations, involvement in pedagogical training, and student assessments. Peer evaluations and student assessments will be used by tenure and promotion committees in the collective assessment of teaching effectiveness.

- Peer evaluation 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 evaluation needs to be systematic and evaluative. Department Heads/Directors in CHHS will observe probationary, tenure-track faculty on an annual basis. In addition, at least one other peer evaluation should be completed annually for all probationary, tenure-track faculty members. The latter evaluation should be conducted by a tenured faculty either within or outside his/her respective department/school. CHHS will provide training sessions/workshops to tenured faculty who may serve as peer evaluators.
- Student assessment includes University-administered student course evaluations Student Input to Teaching Effectiveness (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, nominations for faculty awards, superlative student emails and/or letters of recommendation.

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

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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 majority 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 of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

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| <p>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 forms of student engagement.</p> | <p>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 applications. Consistently facilitates discussion/interaction among or with students and responds effectively to student questions.</p> | <p>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.</p> | <p>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 among or with students and fails to respond effectively to student questions/interactions.</p> |

Rubric for Faculty Teaching Effectiveness Evaluation Continued

| Component | Excellent = 2 | Satisfactory = 1 | Unsatisfactory = 0 |
|---|---|--|--|
| <p>Assessment procedures, Such as tests, grading practices, and clinical/lab performance.</p> | <p>Individual <i>develops</i> tests/assignments/evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with constructive feedback about their progress. <i>Tests/assignments are systematically up-dated, as needed.</i> Provides to students the <i>goals of assessment</i>, along with criteria, instructions, and expectations. Assessments are of <i>exceptional quality, have in-depth information including comments</i> and lend themselves to meaningful student feedback.</p> | <p>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 students with assessment criteria, instructions, and expectations. Assessments are of satisfactory quality, have adequate information and lend themselves to meaningful student feedback.</p> | <p>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.</p> |
| <p>Student assessment and feedback from course appraisals, SITE evaluations, comments and/or letters from students and/or alumni</p> | <p>A pattern of student feedback from course appraisals, emails and/or letters is consistently and <i>frequently above average</i> and supportive.</p> | <p>A pattern of student feedback from course appraisals/SITE evaluations and other student comments is consistently average and supportive. As appropriate, a pattern of improvement to consistently average ratings are identified.</p> | <p>Student feedback patterns are consistently below average and not supportive. A pattern of sufficient improvement is not identified.</p> |

Rubric for Faculty Teaching Effectiveness Evaluation Continued

| Component | Excellent = 2 | Satisfactory = 1 | Unsatisfactory = 0 |
|--|---|--|---|
| <p>Student performance on departmental or other standardized exams or on other measures of student learning; Success of students in acceptance to graduate and professional programs, in winning awards, in job placement, or in other highly significant achievements</p> | <p>Individual contributes to successful student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual supports students in <i>successful applications</i> to graduate and/or professional programs; supports students in <i>successful job attainment</i>.</p> | <p>Individual contributes to average 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.</p> | <p>Individual does not contribute to 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.</p> |
| <p>Effectiveness with which students are stimulated to develop critical thinking and/or creative abilities and intellectual curiosity by such means as independent study, case studies or thesis projects or other means</p> | <p>Individual creates a <i>well-established learning environment</i> that encourages student questions, involvement, and debate. <i>Makes students a priority in being accessible and available to their needs. Encourages and allows for individual expression. Actively guides</i> students to be independent learners.</p> | <p>Individual encourages student questions, involvement, and debate. Assists students to be independent learners.</p> | <p>Individual does not promote students to be independent learners. Discourages student's questions, involvement, and debate.</p> |
| <p>Knowledge of recent research, discoveries and literature in the field; the use of the latest scientific/technological innovations; participation in professional activities, such as training programs, technical seminars and self-study programs</p> | <p><i>Individual routinely provides assignments in professional literature. Belongs to relevant professional organizations directly related to their field of specialization. Individual can refer students to current information sources.</i></p> | <p>Individual covers basic materials in the field in a competent manner. Minimally assigns professional literature. Member of non-specific nursing organization (ex: ANA).</p> | <p>Individual fails to assign professional literature or to remain abreast of field. Student complaints concerning outdated materials or inadequacy of knowledge are frequent. Non-member of nursing organization.</p> |

Rubric for Faculty Teaching Effectiveness Evaluation Continued

| Component | Excellent = 2 | Satisfactory = 1 | Unsatisfactory = 0 |
|---|---|---|---|
| <p>Development of workbooks, Manuals, media, PowerPoint slides, outlines, online materials, other print and non- print learning resources developed primarily for course.</p> | <p>Individual <i>develops/revises</i> learning resources for instructional use, such as workbooks, manuals, course packets, media, PowerPoint slides, outlines, online materials, and in-class exercises.</p> | <p>Individual uses publisher created course supporting materials in addition to textbooks to enhance instruction.</p> | <p>Individual has limited use of materials to enhance learning.</p> |
| <p>Cooperation in developing, scheduling, and teaching general undergraduate and graduate courses on and off campus</p> | <p>Individual plays a <i>major role</i> in the development and implementation of new courses and/or programs that reflect trends in the area of specialization or <i>initiates interdisciplinary cooperation</i>. Individual <i>displays innovation</i> in major revisions of existing courses/curriculum. Individual supports department, college, and/or university effort in the teaching of needed courses.</p> | <p>Individual assists in implementation of new courses and/or programs. Individual supports department, college, and/or university efforts in the teaching of needed courses.</p> | <p>Individual takes no part in creation of new courses and/or programs. Individual actively interferes with attempts by other faculty to develop and implement new courses.</p> |
| <p>Development or use of web-based courses, web-supported, study abroad and/or other international academic programs, and/or other efforts to support globalization</p> | <p>Individual <i>develops or conducts</i> web-based, web-supported, and/or study abroad courses or other international academic programs; incorporates global concepts in courses.</p> | <p>Individual does not develop or conduct web-based, web-supported, and/or study abroad courses or international academic programs. Individual enhances courses through other technology means. Individual incorporates global concepts in courses.</p> | <p>Individual fails to utilize technology to enhance courses. Individual does not incorporate global concepts in courses.</p> |

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 CHHS 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 refrain from service on the University Senate in their first two years of employment at WKU due to the significant time commitment involved.

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
- Participation in student recruitment activities
- Development of recruitment materials
- Participation in fundraising, public relations, and marketing of programs
- Program review for the university
- Organizing colloquia and seminars for department or college

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 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 committee
- Organizers/directors of seminars, workshops, and 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
- Collaboration 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
- Participation in meetings, symposia, conferences, workshops; through the development and presentation of materials for public awareness
- Technical assistance for an organization; may include grant proposals and awards
- Author of questions for licensure or certification exams

Rubric for Faculty Promotion: Assistant to Associate Professor

Demonstrates a tangible record of excellent performance of increased involvement in department, college, university, and public service.

| University Service | Public Service |
|---|---|
| 1. At least 2 years of service on one committee at the college or university level <u>and</u> 2. At least 2 years of service on two committees each academic year at the department/school level | At least 1 year of service on one or more of the following: 1. international committee 2. national committee 3. regional committee 4. state committee 5. local committee |

Rubric for Faculty Tenure

| University Service | Public Service |
|---|---|
| 1. At least 2 years of service on one committee at the college or university level <u>and</u> 2. At least 2 years of service on two committees each academic year at the department/school level | At least 1 year of service on one or more of the following: 1. international committee 2. national committee 3. regional committee 4. state committee 5. local committee |

Rubric for Faculty Promotion: Associate to Professor

Demonstrates a tangible record of exceptional and high-quality performance of leadership, distinction, and significant contribution in department, college, university, and public service.

| University Service | Public Service |
|--|---|
| 1. At least 2 years of service on a committee at the college or university level <u>and</u> 2. At least 2 years of service in a leadership role on 1 committee at the department/school level | At least 2 years of service and at least one leadership role on one or more of the following: 1. international committee 2. national committee 3. regional committee 4. state committee 5. local committee |

APPENDIX C

Guidelines for Promotion for Instructor Ranks

I. TEACHING

- A. Actively demonstrates roles and responsibilities of didactic and/or clinical teaching as outlined in the job description.
- B. Demonstrates evidence of a current knowledge base through participation in professional development activities to maintain teaching competency. An example may include CNE certification or attend a conference related to the course content.
- C. Demonstrates evidence of growth in classroom and/or clinical teaching as indicated by a consistent rating of good or above on the annual evaluations and evidence of incorporating feedback from peer and student evaluations to improve teaching effectiveness.
- D. Utilizes innovative teaching strategies, use of technology, and incorporates evidence-based practice in teaching.
- E. Contributes to collegial and collaborative relationships within the school, college, and university.

II. SERVICE

- A. Actively engages in professional and/or community service. Examples may include service as an officer within an organization or service on a Board of Directors, leading a KANS activity, or presentations to promote health or the SON.
- B. Actively participates in advisement and recruitment (if applicable to program) of students Regarding admission, progression, and fulfillment of program requirements.
- C. Serves as an active member of committees within the School of Nursing and/or at the college and university levels.
- D. Serves as a mentor for new faculty as needed.
- E. Serves as an active member in a professional organization.
- F. Consistently is rated as good or above on annual service evaluations.

APPENDIX D
School of Nursing and Allied Health Specific
Promotion and Tenure Guidelines for Allied Health
Faculty

Introduction

The quality and success of the Department of Allied Health depends on the recruitment and retention of a highly qualified and motivated faculty. Once faculty have been recruited, it is vital that the department head, program directors, and senior faculty mentor junior faculty with regard to expectations for tenure and promotion. One aspect that is imperative to consider is the proper balance of teaching, service, and research.

The purpose of this document is to provide an overview of those expectations. Factors that are considered relevant to promotion and tenure are ones that respond to the implementation of Western Kentucky University's Strategic Plan. These factors are identified in this Tenure and Promotion document. The guidelines for tenure and promotion are based on the Faculty Handbook. Consistent with university expectations, annual faculty performance and evaluation will include contributions to university mission, strategic goals, and departmental action plans.

Additionally, faculty performance involves more than the tasks of teaching, research/scholarly activity, and service. A spirit of collegiality, volunteerism, and a "team" orientation are highly valued within the department. Therefore the Department of Allied Health has adopted a "decorum of collegiality" that also contributes into the overall performance and evaluation of faculty. The "decorum of collegiality" is as follows:

Decorum of Collegiality

Faculty are expected to be available to students and the community. Apart from their teaching responsibilities, faculty are encouraged to develop a balance in terms of their service to the community and their availability to students, the department, and the university.

Faculty should also establish an appropriate number of scheduled office hours per week, which will accommodate a variety of student schedules. The above expectations help to promote a team environment in which all faculty are available to students and for other departmental assignments. 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.

Goal

Expectations for tenure and promotion within a university are often discussed within the context of research, teaching, and service. Many universities and departments across the United States have developed systems of tenure and promotion that favor research productivity over teaching and service. These expectations work to the detriment of departments that focus on teaching, service, and students. The goal of this tenure and promotion document is to honor WKU's commitment to teaching first and foremost, while at the same time providing an appropriate balance of service and research.

EVALUATION CRITERIA

Teaching

The Department of Allied Health places a premium on teaching and learning. Consistent with that focus, the faculty believe that teaching is the primary function of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility, and enthusiasm with the underlying goal of increasing student learning.

Engaging students is inherent in the nature of the Department of Allied Health. Our students are engaged in a multitude of activities designed to make them successful in a global society.

Consequently, efforts to engage students in meaningful activities are valued endeavors.

Additionally, Academic Advising beyond that which occurs in the classroom or in relation to specific course content is an essential component of the role of the teacher. Within the Department of Allied Health, its importance is particularly relevant. Given the service-oriented nature of the Department of Allied Health, advising is an extension of what faculty do in the classroom.

Evaluation of teaching effectiveness may include, but is not limited to, a review of student evaluations, peer evaluation, alumni feedback, and teaching load. Additionally, demonstration of each of the following characteristics is expected in fulfillment of the role of the teacher.

- A. Effective presentation and utilization of appropriate material in classroom, lab, online, and/or clinic, whether by lecture, discussion, assignment and recitation, demonstration, computer application, laboratory exercise, practical experience, and/or consultation with students;
- B. Professional responsibility and judgment in the supervision of students and collaboration with other professionals;
- C. Adherence to legal, ethical, and professional practice standards;
- D. Demonstration of current professional competence, such as licensure, registration, certification, and/or documentation of professional development;
- E. Demonstration of effective assessment procedures, such as tests, grading practices, clinical performance evaluation, etc.;
- F. Professional responsibilities to students in terms of meeting class, maintenance of office hours, accessibility, returning materials in a timely fashion, etc.;
- G. Demonstration of effective advising efforts toward helping students achieve their goals and objectives.

Research/Scholarly Activity

Efforts in this area may involve individual or collaborative endeavors and discipline-specific or multi-discipline endeavors. Evidence in this area may include, but is not limited to the following:

- A. Publication of manuscripts, books, monographs, abstracts, case studies, and reports in refereed journals;
- B. Presentation of peer-reviewed papers or posters at national professional meetings or at

- other significant scholarly meetings at local, state or regional level;
- C.** Development/major revision of a workshop, continuing education course, and/or materials for presentation at local, state, regional and national level;
- D.** Initiating, securing, and/or participating in activities supported by internal and external funds;
- E.** Publication of reports prepared for federal, state or local agencies;
- F.** Current ongoing research and other creative activity not yet resulting in publication, display or presentation;

Public and University Service

Evidence in this area may include but is not limited to the following:

- A.** Service to external constituents; both public and private; ex. business, industry, agencies;
- B.** Serve as a reviewer, referee or editor for appropriate publications;
- C.** Presentations at the local, state, regional and national level;
- D.** Service to appropriate professional organizations;
- E.** Organize, coordinate, or otherwise support the activities associated with Program-, Department-, College-, or University-sponsored meetings, symposia, conferences, and workshops;
- F.** Development and presentation of public awareness material for radio, television and/or other media;
- G.** Service on departmental, college and university committees, councils, and senates;
- H.** Mentoring faculty both within the department and the university;

- I. Direction of internship or cooperative education programs, learning laboratories, professional clubs and other organizations, advisement of student organizations;
- J. Service to educational institutions and other agencies through contact with teachers and administrators; participation in science fairs and college day programs; lectures and presentations to the aforementioned entities;
- K. Development of tools and resources for use in the department;
- L. Volunteering professional services to local, state, and regional agencies;
- M. Engaging students in meaningful activities designed to prepare them to be contributing members of a global society.
- N. Mentoring student research.

STANDARDS FOR PROMOTION

PROFESSOR

1. Academic Qualifications: An earned doctorate **or** the terminal degree in the appropriate discipline.
2. Experience: Normally, a minimum of five years service at the rank of Associate Professor, and a demonstrated commitment to professional development.
3. Teaching: Consistently superior performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Research/Scholarly Activity: A record of significant high quality productivity in research/scholarly activities.
5. Service: A record of significant high quality productivity in public and university service.

ASSOCIATE PROFESSOR

1. Academic Qualifications: An earned doctorate **or** the terminal degree in the appropriate discipline.
2. Experience: Normally, a minimum of five years service at the rank of Assistant Professor, and a demonstrated commitment to professional development.
3. Teaching: Consistently high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Research/Scholarly Activity: Tangible evidence of high quality productivity in research/scholarly activities.
5. Service: Tangible evidence of high quality productivity in public and university service.

ASSISTANT PROFESSOR

1. Academic Qualifications: An earned doctorate **or** the terminal degree in the appropriate discipline.
2. Experience: Normally, a minimum of three years service at the rank of Instructor (may be waived for persons holding a doctorate or appropriate terminal degree), and a demonstrated commitment to professional development.
3. Teaching: Demonstrated progress in developing high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Research/Scholarly Activity: Potential is evidenced by involvement in research and scholarly activities.
5. Service: Potential is evidenced by involvement in public and university service.

PROMOTION FOR PEDAGOGICAL RANKS IN ALLIED HEALTH

Per Academic Affairs Policy 1.1990 the primary assignment of pedagogical faculty will be teaching; the performance of scholarly research is not an expectation of the position. However, pedagogical faculty have the same responsibilities as any other tenure-eligible faculty as defined by the Faculty Handbook and college/school/department policies.

In accepting an appointment to the pedagogical faculty of WKU, an individual commits to continuing professional development in the area of pedagogy within the higher education setting

Pedagogical Ranks: There are three ranks of pedagogical faculty, parallel to traditional faculty ranks. Promotion and tenure will be based on previously established criteria for applicable areas in teaching, research, and service. (See Evaluation Criteria)

PEDAGOGICAL PROFESSOR:

This is typically an individual who has had a significant impact on the pedagogical activities of the university, and who has achieved a national or international reputation for such. The doctoral degree, or terminal degree appropriate to the appointment, is required; substitutions to this requirement may not be made.

PEDAGOGICAL ASSOCIATE PROFESSOR:

This is typically an individual who has established a high level of pedagogical competence, and an established track record of such excellence. S/he will typically have earned the terminal degree in his/her field; however, this requirement may be replaced by a masters' degree in an appropriate field plus significant experience in teaching at the college level.

PEDAGOGICAL ASSISTANT PROFESSOR:

Typically a person serving in his or her initial academic appointment would be appointed at this rank. Like all tenure-eligible faculty, a pedagogical assistant professor will typically have earned the terminal degree in his/her field; however, this requirement may be replaced, if deemed appropriate for the field by

the unit seeking the appointment, by a masters' degree in an appropriate field plus significant experience in teaching at the college level.

PROMOTION FOR INSTRUCTOR RANKS IN ALLIED HEALTH

Per Academic Affairs Policy 1.1111 instructor ranks are designed for faculty in ongoing, non-tenure eligible faculty positions whose primary responsibility is teaching, but who may also have secondary responsibilities. In some instances, a senior instructor may substitute an expectation of research or creativity for some service.

Promotion will be based on previously established criteria for applicable areas in teaching, research, and service. (See Evaluation Criteria)

SENIOR INSTRUCTOR:

1. Academic Qualifications: master's degree or baccalaureate degree with additional professional qualifications per Policy 1.1111.
2. Experience: Minimum of eight years' service at the rank of Instructor II or equivalent. For individuals holding an appropriate terminal degree, this is reduced to a minimum of six years of service at the rank of Instructor II or equivalent.
3. Teaching: Consistently superior performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Service: A record of significant high quality productivity in public and university service.

INSTRUCTOR II:

1. Academic Qualifications: master's degree or baccalaureate degree with additional professional qualifications per Policy 1.1111.
2. Experience: for individuals with an appropriate terminal degree, a minimum of six years of service at the rank of Instructor I or equivalent. For others, the following table applies:

| For Promotion Effective: | Minimum number of academic years during which service was performed at rank of Instructor I (or equivalent) |
|---------------------------------|--|
| AY 2016-2017 | 12 years |
| AY 2017-2018 | 10 years |
| AY 2018-2019 | 8 years |
| AY 2019-2020 and beyond | 6 years |

3. Teaching: Consistently high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Service: Tangible evidence of high quality productivity in public and university service.

INSTRUCTOR I:

1. Academic Qualifications: master’s degree or baccalaureate degree with additional professional qualifications per Academic Affairs Policy 1.1111.

Faculty members in instructor positions are evaluated annually by the Department Head. The evaluation will include an assessment of the individual’s involvement in educational programs, teaching effectiveness, student engagement, and (as appropriate) service contributions.

ACADEMIC QUALIFICATIONS AND CRITERIA FOR PROMOTION FOR CLINICAL RANKS IN ALLIED HEALTH

Per Academic Affairs policy 1.1980 position titles include Clinical Professor, Clinical Associate Professor, and Clinical Assistant Professor. A clinical practitioner rank is a continuing, non-tenure track faculty member whose primary responsibilities include teaching and supervision of students in a practice setting; scholarship undertaken is generally assumed to be oriented towards scholarship of application. The clinical track classification is to be used only for faculty who are engaged the majority of their instructional time in clinical or field settings, though, scholarship and university service is expected.

Clinical faculty typically have primary responsibility for providing direct service to patients or clients, training and supervising students, coordinating student field experiences and internships, and teaching classes in which they have particular clinical expertise. Their primary function is to help students acquire clinical skills needed in a professional environment. Clinical faculty are eligible for appointment to the Graduate Faculty. Clinical faculty are appointed to non-tenure-eligible, fixed-term continuing (CNTE, fixed term) positions. Appointments to the Clinical Faculty are based on recommendations by the Department Head to the Dean to the Provost for reporting to the Board of Regents.

Faculty members in clinical faculty positions will be evaluated annually by the department head. The evaluation will include an assessment of the individual's involvement in educational programs, clinical supervision, student teaching/counseling evaluations, and scholarly and service contributions. When a faculty member wishes to be considered for promotion he or she will follow departmental guidelines and criteria for promotion. Faculty at the rank of clinical associate professor with at least ten years of service at WKU shall be eligible for a professional leave. Promotion will be based on previously established criteria for applicable areas in teaching, research, and service. (See Evaluation Criteria)

CLINICAL PROFESSOR

1. Academic Qualifications: The terminal degree in the appropriate discipline.
2. Experience: Normally, a minimum of five years' service at the rank of Clinical Associate Professor, and a demonstrated commitment to professional development.
3. Teaching: Consistently superior performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Research/Scholarly Activity: A record of significant high quality productivity in research/scholarly activities.
5. Service: A record of significant high quality productivity in public and university service.

CLINICAL ASSOCIATE PROFESSOR

1. Academic Qualifications: The appropriate master's degree.
2. Experience: Normally, a minimum of five years of service at the rank of Clinical Assistant Professor, and a demonstrated commitment to professional development. Has attained an acknowledged standing among the faculty and community.
3. Teaching: Consistently high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Service: Tangible evidence of high quality productivity in public and university service.

CLINICAL ASSISTANT PROFESSOR

1. Academic Qualifications: The appropriate master's degree.
2. Experience: Health professional who has documented qualities as a teacher of health and human services students, or as an important part of a clinical education program, and a demonstrated commitment to professional development.
3. Teaching: Demonstrated progress in developing high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Service: Potential is evidenced by involvement in public and university service.

Faculty for appointment to the rank of Clinical Assistant Professor and above are expected to demonstrate a balance of accomplishment and competence in clinical care, teaching, educational development, creativity, and service to the university/college. The candidates for clinical ranks have a reputation for making contributions to the profession.

TERMINAL DEGREES ACCEPTED

Master's in discipline or related area, Doctor of Dental Medicine (DMD), Doctor of Dental Surgery (DDS), or Doctor of Philosophy (PhD), Doctor of Education (EdD).

TENURE

Candidates for tenure should possess the academic qualifications, and meet the standards for promotion to Associate Professor.

ANNUAL REVIEW

It is intended that the department head and program director will base annual reviews of faculty on the approved criteria for the appropriate achieved rank. Salary recommendations will be in accordance with annual reviews. Consistent with university expectations, annual faculty performance and evaluation will include a “statement outlining faculty member’s plans for the following year (specific objectives) as well as longer term professional goals.”

Approval Status:

Reviewed and Recommended by the Faculty, Department of Allied Health - 08/10/16.

Reviewed and Recommended by the Head, Department of Allied Health – 8/12/2016.

Reviewed and Recommended by the Dean, College of Health and Human Services_____.

Reviewed and Recommended by the Associate Provost/Vice President, Academic Affairs_____.