

**SCHOOL OF TEACHER EDUCATION**  
College of Education and Behavioral Sciences  
WESTERN KENTUCKY UNIVERSITY

**Policies for Faculty Promotion in Rank  
and Tenure**

Revised Spring 2014

Implementation Date: Fall 2014

The School of Teacher Education (STE) believes that each individual is characterized by both intrinsic worth and the ability to improve. The highest aspiration, then, which one can hold for self or others, is that each person may become all that he/she is capable of becoming. From this philosophical frame of reference three goals emerge:

1. Utilizing the best research, technology, scholarship, and practical experiences available, the School of Teacher Education will prepare teachers and other specialized school personnel to foster the optimum development of each learner as a member of society.
2. Through consultation and other services, STE members will assist educators or business/industry to reach their goals and to set new ones.
3. Faculty members will contribute to the knowledge of their profession by engaging in research and will continue their professional development through advanced study, participation in professional organizations, and travel.

The procedures and criteria for achieving the promotion and tenure in the School of Teacher Education support the School's goals and are based on the procedures, criteria, and qualifications contained in the Faculty Handbook.

In addition, members of the faculty must demonstrate respect for students and colleagues as individuals, and serve as good citizens of the School of Teacher Education. The Tenure and Promotion Committees of STE will consider collegiality/professional conduct in making its recommendation for promotion in rank and tenure. To do so, sufficient and appropriate documentation must be considered.

The candidate for promotion will be expected to demonstrate sustained achievement in all areas listed above, emphasizing activities related to their area of professional competence. Within these areas, the candidate will be expected to achieve the established criteria according to guidelines specified for each rank.

Only contributions since the last set of successful promotion materials were submitted will be considered for the next promotion. Faculty members may only use documentation for a criteria descriptor once in the promotion and tenure portfolio, unless otherwise appropriate.

**The candidate for tenure in the School of Teacher Education is expected to demonstrate achievement at the same level as required to obtain promotion to the rank of associate professor.**

In addition to the annual review process identified in the current edition of the Faculty Handbook, a third year comprehensive review will be required for non-tenured, tenure track faculty. The purpose of this review is to provide non-tenured faculty with internal feedback

related to his/her current progress in meeting the expected criteria in all four areas identified for promotion and tenure to Associate Professor.

#### OVER-RIDING PRINCIPLES OF CIVIC/STUDENT ENGAGEMENT:

Western Kentucky University visibly emphasizes student/civic engagement for success in a global society that enhances the education offered by the university faculty and provides a distinguishing student learning feature to the Western experience. Faculty have the duty to encourage students to see their education as directly tied to their own lives beyond the time they spend in the classroom and to their continuing responsibilities as citizens of a broader community.

These three attendant student outcomes are the result of the Western commitment to “Engaging Students for Success in a Global Society”:

1. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
2. Students will demonstrate respect for diversity of people, ideas, and cultures.
3. Students will demonstrate awareness of their opportunities as responsible citizens working and living in a global society.

To this end, members of the faculty who seek promotion to all ranks and/or tenure must show evidence of civic/student engagement in one or more of the major evaluative categories of Teaching, Research/Creative Activity, and Service.

#### OVER-RIDING PRINCIPLES OF UNIT/ORGANIZATIONAL CITIZENSHIP

Unit/Organizational Citizenship is included in the criteria of teaching, research, and services mentioned in academic policies and thus, inherently a part of the faculty appointment.

Unit/Organizational Citizenship follows the principles outlined in the American Association of University Professors *Statement on Professional Ethics* (<http://www.aaup.org/report/statement-professional-ethics>).

## **FORMAT REQUIRED BY THE SCHOOL OF TEACHER EDUCATION FOR PROMOTION IN RANK AND TENURE DOCUMENT**

- Candidates for Promotion in Rank and Tenure should review the current edition of the Faculty Handbook, for general expectations regarding materials appropriate for inclusion in document portfolios submitted as evidence of achievement/accomplishment.
- Candidates should also retain a copy of the School of Teacher Education's most recent approved revision of "Policies for Promotion in Rank and Tenure." This document will provide more specific information required by the review committees and the Director.
- Candidates should also review the Dean's Office requirements for Tenure and Promotion ([https://www.wku.edu/cebs/faculty\\_and\\_staff/promotion\\_and\\_tenure\\_info.pdf](https://www.wku.edu/cebs/faculty_and_staff/promotion_and_tenure_info.pdf)).

### **General Specifications for Promotion and Tenure Portfolios Required by the School of Teacher Education:**

- A. The beginning of main sections and subsections should include a brief narrative discussion providing supportive information for his/her achievement of the requirements for promotion in rank and/or tenure.
- B. Bibliographic citations must follow the form of the latest APA publication manual. Evidence should be sufficient and appropriate for criteria descriptors. Photocopies of single page documents or photocopies of cover pages, etc. may be included; use of complete multi-page documents should be avoided for demonstrating achievement of criteria descriptors.
- C. Quantified SITE evaluation reports and all narrative student comments should be placed in a 1-inch binder that goes directly to the Dean's Office.
- D. Letters of Reference from Colleagues: A maximum of six letters (6) of reference may be submitted in support of a candidate's promotion and/or tenure.
- E. Documents in the 2-inch binder of the portfolio should be arranged in the following order, including all information required by the Dean's Office ([http://www.wku.edu/cebs/faculty\\_and\\_staff/promotion\\_and\\_tenure\\_info.pdf](http://www.wku.edu/cebs/faculty_and_staff/promotion_and_tenure_info.pdf)):
  - Cover page
  - Persuasive narrative for promotion in rank and tenure
  - Current curriculum vitae
  - Letters of reference
  - Sections of criteria for promotion in rank and/or tenure with documentation of achievement

**CRITERIA FOR PROMOTION IN  
RANK AND TENURE  
REQUIRED BY THE SCHOOL OF TEACHER EDUCATION**

**I. TEACHING (T) EFFECTIVENESS FOR PROMOTION TO ALL RANKS AND TENURE**

Effective teaching is the communication of knowledge through systematic organization of instructional materials, clear and logical organization of subject matter, sensitivity to the needs of the students, fairness in assessment of student performance, and faculty accessibility and enthusiasm.

Good teachers invest their lives in their students. This most important role of the faculty of Western Kentucky University is the development of students who:

1. Demonstrate their knowledge and the capacity for critical, integrative thought.
2. Demonstrate enhanced skills in applying their knowledge and training to addressing relevant problems in society.
3. Demonstrate understanding of the implications of their discipline and the work of its practitioners to modern society.
4. Demonstrate awareness of diversity and their sense of place in society.

Achievement of these lofty principles is measured by engagement of students in intellectual, social, cultural and leadership activities that link instructional objectives to relevant issues and opportunities in the broader community.

Application to Promotion and Tenure: Teaching effectiveness applies to all levels of promotion in rank and to tenure. Effectiveness must be demonstrated in each category (e.g., Knowledge of Subject, Effectiveness of Presentation, Effectiveness of Evaluation, Responsibility to Students, Supervision of Field Experiences).

Documentation: Teaching effectiveness may be documented through various means. Course syllabi, outlines, activity/project descriptions, and student/candidate assessment data may serve as sources of validation for several aspects of instruction. Similarly, direct observation, peer reference, student reference, online course resources and evaluations provide avenues through which other components may be assessed. Because no single form of supporting evidence should be judged as more or less valid than another, a variety of methods of “documentation” are listed in many of the items in the category of “Teaching Effectiveness.” Official evaluations for CEBS require that S.I.T.E. evaluations (or the equivalent for online classes) be included as documentation of teaching effectiveness.

The following are examples of teaching effectiveness that are required (*Names of students must be omitted in documents to adhere to laws of confidentiality except for voluntary statements of support for the candidate.*):

1. Student Evaluations: University, school, and/or instructor designed student evaluations are required. Summaries of all quantitative SITE evaluations must be provided by

course, semester, and year since last promotion or appointment to the regular faculty of the University. Summaries should include graphs and charts of the faculty member's data across SITE items compared with school, college, and university ratings for all classes taught organized by year. The faculty member must make a case, not solely based on SITE data, for his/her teaching competence and should present evidence of responding to any performance feedback.

Statements and emails can be included from students for the purpose of indicating achievement of appropriate criteria descriptors. These statements may be helpful for Teaching Effectiveness.

2. Course Syllabi and/or Outlines: Sample sections from syllabi/outlines appropriate to documentation for a criteria descriptor must be provided, not whole syllabi/outlines.
3. Description of course activities/projects, including guidelines and, where appropriate, performance criteria, must be provided. A representative sampling is preferred rather than submission of every activity for every course taught.
4. Evaluative Materials (as distinct from #3): Samples of exams, writing assignments, or other methods of assessment should be included. These should not be entire class projects or assignments completed by students.
5. Instructional Enhancement:
  - A. Instructional observation and/or reflective discussion at least once per year with a STE colleague and the Director must be documented. Emphasis is placed on building mutual support and development as needed. Qualitative outcomes may be included in the portfolio.
  - B. Participation in professional development activities and programs at the university, local, state/regional, and national/international levels must be documented.
6. Student Engagement: Samples must be included of student engagement assignments, activities, and student work samples designed to prepare students for success in their chosen fields of study and contribution to society. These must be within the contexts of (a) application of knowledge and training to address relevant concerns in community or society; (b) demonstration of respect for diversity of peoples, ideas, and cultures; and (c) awareness of opportunities as responsible citizens living and working in a global society.
7. Use of Technology: Examples must be provided of appropriate use of technology in a variety of delivery systems to increase student learning.
8. Differentiated Instruction: Examples must be provided that demonstrate appropriate alignment of instructional delivery methods, practices, and/or strategies with intended student-learning outcomes related to a range of learning styles and behaviors that may require accommodation.

## A. KNOWLEDGE OF SUBJECT

**Description:** A member of the faculty possesses knowledge of one's subject field that is characterized by both depth and breadth with special emphasis on awareness of new developments and related issues.

**Criteria:** Each of the following must be evident for promotion to the next rank and tenure.

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
TA.1	Demonstrates current and comprehensive understanding of the appropriate topic(s) that reflect scope and depth of knowledge.	Samples of syllabi or appropriate sections of syllabi required. Colleague and/or student references may be included if specifically appropriate.
TA.2	Develops course activities that reflect scope and depth of knowledge.	Samples of appropriate activities are required. Colleague and/or student references may be included if specifically appropriate.
TA.3	Keeps current with trends and knowledge in field through memberships in professional organizations, events and/or activities sponsored by a university/college, school/district, regional/state agency, professional association or private enterprise; audits or takes a class; completes a degree, or obtains additional certification related to the field and attendance at national/regional or state conferences(s) at least once per year on average.	Written list of names of professional organizations in which membership is held, location(s) and date(s) of conference(s) attended, and titles of professional publication(s) received by personal subscription, etc. Copies of program(s) related to participation in events with dates, certificate(s) of attendance/achievement, transcripts, or other evidence, with a brief statement from candidate about purpose/benefit. Examples include certificates or statements of participation in professional development programs sponsored by Information Technology, Green River Regional Education Cooperative (GRREC), etc.

## B. EFFECTIVENESS OF PRESENTATION

**Description:** Faculty member follows clearly stated course objectives and uses appropriate teaching methods and instructional materials.

**Criteria:** Each of the following must be evident for tenure or promotion to the next academic rank.

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
TB.1	Conducts annual self-evaluation of teaching skills.	Use of peer partner for assessment of instruction with written statement form peer indicating date(s) and activities involved in peer assessment.  Additional documentation may include data on student achievement on critical performances, evaluations of teacher work samples, achievement on capstone projects, etc.
TB.2	Objectives, requirements, and expectations are clearly stated at the beginning of each course and a variety of instructional strategies, including differentiation, are utilized in teaching.	Additional documentation may include syllabi, data on student achievement on critical performances, evaluations of teacher work samples, achievement on capstone projects, etc.
TB.3	Demonstrates sufficient preparation for class sessions.	Colleague/student references, student evaluations, observations.
TB.4	Requires students to explore, apply content, and be actively engaged and contribute to the community/society.	Colleague/student references, student evaluations, student work samples, activities, assignments. Additional documentation may include data on student achievement on critical performances, evaluations of teacher work samples, achievement on capstone projects, etc.
TB.5	Uses electronic media/technology in course delivery.	Examples of electronic media that support presentation such as online discussion boards, web pages, social networks, etc. May include screen shots or URLs.
TB.6	Demonstrates collaboration and support of members of faculty in development of courses and course components.	Dates and statements from the faculty member(s), minutes or summaries of task forces or workgroups, etc.

### C. EFFECTIVENESS OF EVALUATION

**Description:** The candidate uses a variety of effective assessment techniques to measure students' growth and achievement according to a comprehensive formative and summative evaluation plan, which is presented and explained to students.

**Criteria:** Each of the following must be evident for tenure or promotion to the next academic rank.

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
TC.1	Formative and summative evaluation procedures are stated in outline/syllabus and explained at beginning of term.	Syllabi/outlines, student evaluations, examples of student work, etc.
TC.2	Evaluations measure unit/course content.	Representative examples of evaluations.
TC.3	A variety of assessment techniques are used which include formal writing, speaking, and other activities such as observations of teaching that may include technology.	Sample of course objectives, assignments, evaluation criteria, student work, rubrics, screenshots from web video, etc. Syllabi/outlines/examples from assessments, rubrics, etc.
TC.4	A variety of assessment techniques are used.	Syllabi/outlines/examples from assessments, rubrics, etc.
TC.5	Prompt and meaningful feedback is provided.	Colleague/student references, samples of student evaluations.
TC.6	Use of critical performances and/or teacher work samples (where appropriate) to measure student growth and achievement.	Critical performances, scoring rubrics, feedback to students, student work samples, etc.



## D. RESPONSIBILITY TO STUDENTS

**Description:** The faculty member meets class regularly, is accessible through scheduled office hours and/or electronic means relative to teaching load, and provides appropriate program advisement.

**Criteria:** Each of the following must be evident for tenure or promotion to the next academic rank.

	Criteria Descriptors	Documentation
TD.1	Office hours are scheduled for site or electronic contact.	Colleague/student/office associate references, office hour schedule, etc.
TD.2	Keeps appointments with students through electronic or on site venues.	Colleague/student/office associate references, etc.
TD.3	Meets class regularly through on-site or electronic means.	Colleague/student references, student evaluations, etc.
TD.4	Provides appropriate program and career advisement through on-site or electronic means.	Colleague/student references, etc.

**E. SUPERVISION OF FIELD EXPERIENCES (If applicable to faculty assignment.)**

**Description:** Faculty member plans and supervises field experiences.

**Criteria:** When appropriate, each of the following must be evident for tenure or promotion to the next academic rank. Appropriate if supervision of student teaching, field experiences, and/or practicums are part of regular faculty assignment.

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
TE.1	Supervises student teaching, practicums, and/or field experiences.	Examples of field placement documents for student teaching, practica, and/or field experiences.
TE.2	Effectively coordinates communication among students and involved professionals.	Examples of any type of written/oral communication or related documents.
TE.3	Provides engagement opportunities related to a broader community and global perspective in and/or outside of the classroom.	Examples of course syllabi, sample of projects, and documents related to engagement activities/opportunities shared with students.

**PROMOTION TO ASSOCIATE PROFESSOR AND  
STANDARDS FOR TENURE**

**Academic Qualifications:** The earned doctoral degree is required for appointment/promotion in rank to Associate Professor and tenure.

**Experience:** A minimum of five years’ service is required at the rank of Assistant Professor.

**I. TEACHING EFFECTIVENESS**

The requirements for Teaching Effectiveness apply to promotion for all academic ranks and tenure. This affirms the importance of teaching to Western Kentucky University’s mission.

**II. RESEARCH (R) AND CREATIVE ACTIVITY**

**A. PUBLICATIONS**

**Description:** The candidate, as author or co-author, publishes books, chapters, monographs, articles, and/or papers in professional journals.

**Criteria:** Since the candidate’s initial appointment to the rank of assistant professor at WKU or last promotion, the candidate must publish one article relevant to the candidate’s field in a refereed journal of national/international scope (print or electronic/online) and complete one of the following criteria descriptors:

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
RA.1	Publishes a pertinent book/monograph or electronic product (computer generated medium, CD, online resource, video, other electronic format, etc.) approved by an editorial board, professional peer review process for dissemination beyond the classroom by an organization/agency relevant to the field, or a legitimate commercial enterprise.	Appropriate evidence of acceptance or publication such as a letter from publisher, photocopy of title page, screenshot, credits, etc.
RA.2	Publishes one article in a refereed journal of national/international scope or a chapter relevant to the candidate’s field in a book approved by an editorial board, professional peer review process for dissemination beyond the classroom by an organization/agency relevant to the field, or a legitimate commercial enterprise	Acceptance letter or photocopy of title page, table of contents, chapter, etc.
RA.3	Publishes one article in a refereed journal of state/regional scope.	Photocopy of contents page, page(s) from article, letter of acceptance, etc.

**B. PRESENTATIONS**

**Description:** The candidate makes presentations and/or conducts workshops at professional/scholarly conferences, or with sponsorship of learned societies/professional organizations

**Criteria:** Since the candidate’s initial appointment at WKU or last promotion, the candidate must complete both of the following:

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
RB.1	One presentation/workshop at the national or international level.	Bibliographic citation identifying the topic, organization, date of presentation/workshop and scope, e.g., photocopy(ies) of entries in national/international programs/agendas/proceedings, etc.
RB.2	Two regional/state presentations/workshops. OR An additional presentation/workshop at the national/ international level <i>(One national/international presentation/workshop equals two regional/state presentations/workshops.)</i> OR a combination of both.	Bibliographic citation identifying the topic, organization, date of presentation/workshop and scope, e.g., photocopy(ies) of entries in national/international programs/agendas/proceedings, etc.

### C. SELECTED ACTIVITIES

**Description:** Due to the diverse research opportunities of the teacher education faculty, a candidate has an opportunity to demonstrate scholarly performance in various activities.

**Criteria:** Since the candidate's initial appointment at WKU or last promotion, the candidate must complete two of the following criteria descriptors. (*Activities may be in one or more criteria descriptors.*)

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
RC.1	Ongoing research and products- The candidate conducts on-going research/creative activities not yet resulting in publication, display or performance.	Manuscripts to be submitted or currently in review.  OR Description of activities, date begun and expected completion, manuscripts submitted or in review, etc.
RC.2	Publishes a pertinent book/monograph or electronic product (computer generated medium, CD, online resource, video, other electronic format, etc.) approved by an editorial board or professional peer review process for dissemination beyond the classroom by an organization/agency relevant to the field or a legitimate commercial enterprise.	Appropriate evidence of acceptance or publication such as a letter from publisher, photocopy of title page, screenshot, credits, etc.
RC.3	Publishes a book chapter relevant to the candidate's field (print or electronic) in a work approved by an editorial board, or professional peer review process for dissemination beyond the classroom by an organization/agency relevant to the field, or a legitimate commercial enterprise.	Evidence such as letters of acceptance, photocopy of a chapter or contents page of publication, letter of acceptance, table of contents for proceedings, etc.
RC.4	Funded Grants- Authors a successful peer reviewed grant from an external government or private source for \$50,000 or more. (Can cover consecutive years for use in category III Selected Activities.)	Notice of approval for funding, etc.
RC.5	Obtains external development funding of \$50,000 or more.	Evidence of award for the minimum amount in the form of photocopies of relevant document(s).
RC.6	Copyrights/Inventorships- The candidate is inventor/co-inventor, author/co-author, or producer/co-producer of media subject to U.S or other copyrights or patents.	Description of invention(s) and date(s) of patent(s)/copyright(s) or photocopy of copyright/patent approval, etc.
RC.7	Publishes two papers (print or electronic) for national or international distribution according to rules established by a sponsoring learned	Acceptance letter or photocopy of title page, contents, etc. that indicates authorship. Example: Research reports, white papers, position statements, etc.

	society/professional organization.	
RC.8	Participation in Funded Projects- The candidate participates in development of studies, programs, or creative activities supported by external funding.	A list of activities with title, agency involved, candidate's role, and size of project. Examples: Co-director, coordinator, researcher, evaluator, etc.
RC.9	Reports-The candidate prepares reports for federal, state, or local agencies; or publishes book review in professional journal (print or electronic) or authors an ERIC document.	Annotated bibliography of reports, copies of cover pages, etc. indicating authorship.
RC.10	Technical Reports- The candidate authors significant technical reports associated with externally funded grants/projects.	Copies of cover pages or other appropriate pages with clear identification of authorship and the externally funded project.
RC.11	Student Engagement/Scholarly Activity- The candidate provides direct aid for student publication and/or presentation.	List of students with topic, date, and degree of involvement by candidate, name of publication or organization, photocopy of contents of issue, entry in conference program, etc.
RC.12	Additional Publications Relevant to Candidate's Field- Publishes a book. OR Publishes a book chapter. OR Publishes one article in a professional journal (print or electronic) of national/international scope. OR Publishes two articles in a professional journal(s) (print or electronic) of regional/state scope.	Appropriate documentation or letter of acceptance such as letter of acceptance, photocopy of table of contents of journal, copy of first page article, etc.
RC.13	Presents one paper/workshop relevant to the candidate's field at the national/international level. (One national presentation equals two regional/state presentations/workshops.)	Photocopy of page(s) from program/agenda/proceedings, etc.
RC.14	Presents two papers/workshops relevant to the candidate's field at the regional/state level. (One national presentation equals two regional/state presentations/workshops.)	Photocopy of page from program/agenda/proceedings, etc.

### III. UNIVERSITY/PUBLIC SERVICE

REQUIREMENTS: In addition to criteria stated for categories A, B, C, the candidate must complete two additional activity descriptors in the categories of their choice.

#### A. ELEMENTARY/MIDDLE/SECONDARY SCHOOLS AND PUBLIC/PRIVATE AGENCIES

**Description:** The candidate will maintain a high level of interaction with service to and visibility with elementary, middle, and secondary schools; and public and private agencies.

**Criteria:** Since the candidate’s initial appointment at WKU or last promotion, the candidate must complete an average of one criteria descriptor per year. (Activity may be in one or more categories.)

	Criteria Descriptors	Documentation
SA.1	Works with schools/agencies in programs for student such as student fairs, Special Olympics, camps, contests, etc.	Correspondence, programs media releases, etc.
SA.2	Works with school/agencies/ organizations/business/industry in programs for certificated and non-certificated personnel such as retreats, conferences, workshops, in-service, etc.	Correspondence, programs media releases, etc.
SA.3	Works with schools/agencies in curriculum development such as councils, committees, task forces, etc.	Sample materials, correspondence, anecdotal records, etc.
SA.4	Works with school/agencies in Kentucky Teacher Internship Program (KTIP).	List of interns, letter of training certification, etc.
SA.5	Works with a school/agency in professional evaluation such as accreditation teams.	Correspondence, programs, reports, etc.
SA.6	Works with schools/agencies in demonstrations, activities, and experience to engage university students in a community based learning environment.	Anecdotal records, lists, programs, correspondence material samples, work samples, etc.

**B. UNIVERSITY, COLLEGE, DEPARTMENT SERVICE**

**Description:** The candidate will maintain a high level of interaction with, service to, and visibility with university, college and department units with student advisement and departmental committee membership expected each year.

**Criteria:** Since the candidate’s initial appointment at WKU or last promotion, the candidate must complete an average of one criteria descriptor per year. (Activity may be in one or more areas.)

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
SB.1	Participates in committees/sanctioned organizations at the university or college level.	Correspondence, committee assignments, work products, documentation of committee participation, etc.
SB.2	Involvement with student recruitment activities such as contacts with schools or agencies and/or WKU recruitment.	Communications, lists, media releases, etc.
SB.3	Involvement with student advisement by advising program majors/minors and/or participating in ATP.	Computer printout, correspondence, anecdotal records, lists, schedules, etc.
SB.4	Special Assignments- The candidate provides materials, which support or advertise sponsored activities: SACS, CAEP, EPSB program folios, curriculum revisions, official newsletters, etc.	Details of assignments and dates. (Information about the date completed and to whom the candidate was responsible.)
SB.5	Supports university sponsored programs/activities, e.g., homecoming, career day, student events, etc.	Details of assignment and dates, etc.
SB.6	Program Design- The candidate assists in the development of new degree/non-degree programs or new courses (including workshop courses).	Description of projects, involvement and dates, university approval documents, etc.



**C. PROFESSIONAL ORGANIZATIONS/AGENCIES, COMMUNITY LEADERSHIP**

**Description:** The candidate will maintain a high level of interaction with, service to, and visibility through leadership with professional organizations/agencies and community/industrial organizations that align with the mission of the School of Teacher Education.

**Criteria:** Since the candidate’s initial appointment at WKU or last promotion, the candidate must complete two criteria descriptors. (Activity may be in one or more categories.)

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
SC.1	Involvement with local organizations/agencies in roles such as officer, chair, committee member, etc.	Correspondence, membership lists, minutes of meetings, etc.
SC.2	Involvement in state organizations/agencies in roles such as officer, chair, committee member, etc.	Correspondence, membership lists, minutes of meetings, etc.
SC.3	Involvement in national/regional organizations in roles such as officer, chair, committee member, etc.	Correspondence, membership lists, minutes of meetings, etc.
SC.4	Reviews textbooks/journal manuscripts, or serves as journal editor or co-editor.	Correspondence, membership lists, minutes of meetings, etc.
SC.5	Civic engagement through elective public office or uncompensated participation in extra mural non-profit organizations and agencies (i.e., Girls Inc., Boys Club, United Way, Life Skills, public library, Special Olympics, Boy Scouts, Big Brothers and Big Sisters, etc.).	Details of types of activities and dates, etc.

#### IV. ORGANIZATIONAL CITIZENSHIP

**Description:** Defined as a matter of personal choice in responding beyond one's basic job, voluntary and without compensation, and acting for the betterment of the organization.

**Criteria:** One criteria descriptor for each indicator must be evident. The criteria descriptors are intended to be illustrative, not prescriptive or comprehensive.

*Note: By nature, Organizational Citizenship is personal and diverse. Documentation of how one demonstrates Organization Citizenship will be determined by the individual. Each faculty member is expected to make his or her own case, drawing from the following list or others. One's presentation to Organizational Citizenship should be focused and brief, with the expectation it will not exceed two pages.*

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
OC.1	Collaboration and Cooperation Takes a role in completing departmental tasks or individually as a team member. Responds to communications that require feedback or response.	Correspondence, committee assignments, meeting minutes, etc.
OC.2	Professional Conduct Acts in accordance with professional ethical standards as defined in the Faculty Handbook. Expects professional and ethical conduct from students.	Correspondence from students or faculty, course documents, etc.

**Academic Qualifications:** The earned doctoral degree is required for promotion in rank to Professor.

**Experience:** A minimum of five years’ service is required at the rank of Associate Professor.

*Note: Unless indicated as required, documentation is not limited to those examples provided for criteria descriptors.*

**I. TEACHING EFFECTIVENESS**

The requirements for Teaching Effectiveness apply to promotion for all academic ranks. This affirms the importance of teaching to Western Kentucky University’s mission.

**II. RESEARCH (R) AND CREATIVE ACTIVITY**

**A. PUBLICATIONS**

**Description:** The candidate, as author or co-author, publishes books, chapters, monographs, articles and/or papers in professional journals; obtains outside funding; presents papers or offers workshops at professional conferences or with sponsorship of learned societies/professional organizations; or creates products subject to patent

**Criteria:** Since the candidate’s initial appointment to the rank of associate professor at WKU or last promotion, the candidate must publish two articles relevant to the candidate’s field in refereed journal(s) (print or electronic/online) of national/international scope and complete two of the following criteria descriptors: *(Activities may be in one or more criteria descriptors.)*

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
RA.1	Publishes a pertinent book/monograph or electronic product (computer generated medium, CD, online resource, video, other electronic format, etc.) approved by an editorial board or professional peer review process for dissemination beyond the classroom by an organization/agency relevant to the field or a legitimate commercial enterprise.	Appropriate evidence of acceptance or publication such as a letter from publisher, photocopy of title page, screenshot, credits, etc.
RA.2	Publishes one article in a refereed professional journal (print or electronic) of national/international scope	Acceptance letter or photocopy of title page, contents, etc.
RA.3	Publishes one article in a refereed professional journal (print or electronic) of regional/state scope.	Acceptance letter or photocopy of title page, contents, etc.

## B. PRESENTATIONS

**Description:** The candidate makes presentation at professional or other scholarly meetings.

**Criteria:** Since the candidate's initial appointment at WKU or last promotion, the candidate must complete both of the following:

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
RB.1	Two presentations/workshops at the national/international level.	Bibliographic citation identifying the topic, organization, date of presentation/workshop and scope, e.g., photocopy(ies) of entries in national/international programs/agendas/proceedings, etc.
RB.2	Four presentations/workshops at the regional/state level. OR Two additional presentations/workshops at the national/international level <i>(One national/international presentation equals two regional/ state presentations/workshops.)</i> OR a combination of both levels.	Bibliographic citation identifying the topic, organization, date of presentation/workshop and scope, e.g., photocopy(ies) of entries in national/international programs/agendas/proceedings, etc.

## C. SELECTED ACTIVITIES

**Description:** Due to the diverse research opportunities of the teacher education faculty a candidate has an opportunity to demonstrate scholarly performance in various activities.

**Criteria:** Since the candidate’s initial appointment at WKU or last promotion, the candidate must complete three of the following criteria descriptors: (*Activities may be in one or more criteria descriptors.*)

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
RC.1	Ongoing Research and Products- The candidate conducts on-going research/creative activities not yet resulting in publication, display or performance.	Manuscripts to be submitted or currently in review. OR Description of activities, date begun and expected completion, manuscripts submitted or in review, etc.
RC.2	Publishes a pertinent book/monograph or electronic product (computer generated medium, CD, online resource, video, other electronic format, etc.) approved by an editorial board or professional peer review process for dissemination beyond the classroom by an organization/agency relevant to the field or a legitimate commercial enterprise.	Appropriate evidence of acceptance or publication such as a letter from publisher, photocopy of title page, screenshot, credits, etc.
RC.3	Publishes a book chapter relevant to field (print or electronic).	Evidence such as letters of acceptance, photocopy of a chapter or contents page of publication, letter of acceptance, table of contents for proceedings, etc.
RC.4	Funded Grants- Authors a successful peer reviewed grant from an external government or private source for \$150,000 or more. (Can cover consecutive years for use in category III Selected Activities.)	Notice of approval for funding.
RC.5	Copyrights/Inventorships- The candidate is inventor/co-inventor, author/co-author, or producer/co- producer of media subject to U.S or other copyrights or patents.	Description of invention(s) and date(s) of patent(s)/copyright(s) or photocopy of copyright/patent approval, etc.
RC.6	Publishes two papers (print or electronic) for national or international distribution according to rules established by a sponsoring learned society/professional organization.	Acceptance letter or photocopy of title page, contents, etc.

RC.7	Participates in development of studies, programs or creative activities supported by external funding.	A list of activities with title, agency involved, candidate's role, and size of project. Examples: Co-director, coordinator, researcher, evaluator, etc.
RC.8	Reports- The candidate authors reports for federal, state or local agencies; or publishes book review in professional journal (print or electronic) or authors an ERIC document.	Annotated bibliography of reports, copies of cover pages, etc. indicating authorship.
RC.9	Technical Reports- The candidate authors significant technical reports associated with externally funded grants/projects.	Copies of cover pages or other appropriate pages with clear identification of authorship and the externally funded project.
RC.10	Student Engagement Scholarly Activity- The candidate provides direct aid for student publication and/or presentation.	List of students with topic, date, and degree of involvement by candidate, name of publication or organization, photocopy of contents of issue, entry in conference program, etc.
RC.11	Additional Publications Relevant to Candidate's Field- Publishes a book relevant to the field. OR Publishes a book chapter relevant to the field. OR Publishes an article in a professional journal (print or electronic) of national/international scope. OR Publishes two articles in a professional journal(s) (print or electronic) of	Appropriate documentation or letter of acceptance such as letter of acceptance, photocopy of table of contents of journal, copy of first page article, etc.
RC.12	Presents one paper/workshop at the national/international level. OR Presents two papers/workshops at the regional/state level. (One national presentation equals two regional/state presentations/workshops.)	Photocopy of page(s) from program/agenda/proceedings, etc.

### III. UNIVERSITY/PUBLIC SERVICE

REQUIREMENTS: In addition to criteria stated for categories A, B, C, the candidate must complete four additional activity descriptors in the categories of their choice.

#### A. ELEMENTARY/MIDDLE/SECONDARY SCHOOLS AND PUBLIC/PRIVATE AGENCIES

**Description:** The candidate will maintain a high level of interaction with service to and visibility with elementary, middle, and secondary schools; and public and private agencies.

**Criteria:** Since the candidate's initial appointment at WKU or last promotion, the candidate must complete an average of one criteria descriptor per year. (Activity may be in one or more categories.)

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
SA.1	Works with schools/agencies in programs for student such as student fairs, Special Olympics, camps, contests, etc.	Correspondence, programs media releases, etc.
SA.2	Works with schools/agencies /business/industry programs for certificated and non-certificated personnel such as retreats, conferences, workshops, in-service, etc.	Correspondence, programs computer printouts, etc.
SA.3	Works with schools/agencies in curriculum development such as councils, committees, task forces, etc.	Sample materials correspondence, anecdotal records, etc.
SA.4	Works with schools/agencies in Kentucky Teacher Internship Program (KTIP).	List of assigned interns OR Letter of training certification.
SA.5	Works with a school/agency in evaluation, such as accreditation teams.	Correspondence, programs, reports, etc.
SA.6	Works with schools/agencies in demonstrations, activities, and experiences to engage university students in a community based learning environment.	Anecdotal records, lists, programs, correspondence material samples, etc.

## B. UNIVERSITY, COLLEGE, DEPARTMENT SERVICE

**Description:** The candidate will maintain a high level of interaction with, service to, and visibility with university, college and department units with student advisement and departmental committee membership expected each year.

**Criteria:** Since the candidate’s initial appointment at WKU or last promotion, the candidate must complete an average of one criteria descriptor per year. (Activity may be in one or more areas.)

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
SB.1	Active involvement with committees/sanctioned organizations at the university or college level.	Correspondence, committee assignments etc.
SB.2	Active involvement with student recruitment activities such as contacts with schools or agencies and/or WKU recruitment.	Communications, lists, media releases, etc.
SB.3	Active involvement with student advisement by advising program majors/minors and/or participating in ATP.	Computer printout of advisees, correspondence, anecdotal records, lists, scheduled, etc.
SB.4	Special Assignments- The candidate provides materials, which support or advertise sponsored activities: SACS, CAEP, EPSB program folios, curriculum revisions, official newsletters, etc.	Details of assignments and dates. (Information about the date completed and to whom the candidate was responsible.)
SB.5	Supports University sponsored programs activities, e.g., homecoming, career day, student events, etc.	Details of assignment and dates.
SB.6	Program Design- The candidate assists in the development of new degree or non-degree programs or new courses, including workshop courses and online courses, etc.	Description of projects, involvement and dates, university approval documents, etc.
SB. 7	Civic engagement through elective public office or uncompensated participation in extra mural nonprofit organizations and agencies (i.e., Girls Inc., Boys Scouts, Boys Club, Big Brothers and Big Sisters, Toys for Tots, etc.).	Details of types of activities and dates.



### C. PROFESSIONAL ORGANIZATIONS/AGENCIES, COMMUNITY LEADERSHIP

**Description:** The candidate will maintain a high level of interaction with, service to, and visibility through leadership with professional organizations/agencies and community/industrial organizations that align with the mission of the School of Teacher Education.

**Criteria:** Since the candidate's initial appointment at WKU or last promotion, the candidate must compete two of the following. (Activity may be in one or more areas.)

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
SC.1	Involvement with local organizations in roles such as officer, chairperson, committee member, etc.	Correspondence, member lists, minutes etc.
SC.2	Involvement with state organizations in roles such as officer, chairperson, committee member, etc.	Correspondence, member lists, minutes etc.
SC.3	Involvement with national/regional organizations in roles such as officer, chairperson, committee member, etc.	Correspondence, member lists, minutes, etc.
SC.4	Reviews textbooks or journal manuscripts, or serves as journal editor or co-editor, etc.	Documentation of work and service, such as letters of appreciation, etc.

#### IV. ORGANIZATIONAL CITIZENSHIP

**Description:** Defined as a matter of personal choice in responding beyond one's basic job, voluntary and without compensation, and acting for the betterment of the organization.

**Criteria:** One criteria descriptor for each indicator must be evident. The criteria descriptors are intended to be illustrative, not prescriptive or comprehensive.

*Note: By nature, Organizational Citizenship is personal and diverse. Documentation of how one demonstrates Organization Citizenship will be determined by the individual. Each faculty member is expected to make his or her own case, drawing from the following list or others. One's presentation to Organizational Citizenship should be focused and brief, with the expectation it will not exceed two pages.*

*Note: Documentation is not limited to those examples (unless indicated as required) provided for criteria descriptors.*

	Criteria Descriptors	Documentation
OC.1	Collaboration and Cooperation Takes a role in completing departmental tasks or individually as a team member. Responds to communications that require feedback or response.	Correspondence, committee assignments, meeting minutes, etc.
OC.2	Professional Conduct Acts in accordance with professional ethical standards as defined in the Faculty Handbook. Expects professional and ethical conduct from students.	Correspondence from students or faculty, course documents, etc.

## APPENDIX

### **School Promotion and Tenure Committees**

The membership of the School's Tenure and Promotion Committees are established according to the guidelines stated in the current Faculty Handbook. These committees review the material submitted by the candidate according to the criteria established for each rank. The Committees review the exhibits and judge the demonstrated achievement in the areas of teaching effectiveness, research/creativity, university/public service, and unit/organizational citizenship.

Consideration is given to the individual's professional growth, enhancement of the profession and the advancement of the mission of the unit and the University. The candidate is responsible for submitting the documentation for review within the time frame stated in the University policy.

The Promotion and Tenure Committees are comprised of all tenured faculty in the School of Teacher Education. Faculty members with the Rank of Full Professor comprise the Promotion Committee reviewing candidates for Full Professor. The committees review the materials submitted by the candidate according to the criteria established for tenure and/or promotion. The Committees recommend approval or disapproval to the Director of the School. The candidate is responsible for submitting the documentation for review within the time frame stated in University policy.

The School review committees and the Director of the School will make recommendations based upon the candidate's record of consistent and sustained achievement in the areas specified in the current Faculty Handbook. Candidates for promotion should prepare documentation following the CEBS College Guidelines for Promotion and Tenure Portfolio Information.