

# Ogden College of Science and Engineering

## Tenure & Promotion Guidelines

### August 31, 2013

The Faculty Handbook provides members of the WKU faculty information about policies and procedures regarding promotion and tenure. The term **Faculty Handbook** in this document refers to the most recent version of the WKU Faculty Handbook. The purpose of this document is to provide information and clarification regarding promotion and tenure procedures and expectations for Ogden College faculty. These expectations apply to all faculty eligible for tenure and/or promotion. Expectations for Research Faculty and Pedagogical Faculty are as described in the Faculty Handbook.

#### **I. Procedures for Submission of Review Portfolio and Timeline**

All procedures and deadlines for submission of tenure and promotion portfolios to the Department Tenure and Promotion Committees, Department Head, and Dean of the College will be as published by the Office of Academic Affairs.

#### **II. Tenure and Promotion Expectations**

General criteria and expectations for tenure and promotion are listed in the Faculty Handbook. In addition, departmental Tenure and Promotion documents should be used to clarify expectations as defined for a particular department. Ogden College recognizes and encourages a broad range of faculty accomplishments in the traditional areas of faculty responsibility - teaching effectiveness, scholarship (research or creative activity), and service to the university, discipline, or community. Letters of appointment may spell out specific expectations with respect to position responsibilities that should be considered along with other evaluation criteria. The College expects faculty work in all areas to be excellent in quality and appropriately documented. Examples and explanations can be found in the Faculty Handbook and below. Furthermore, Ogden recognizes that the division of workload amongst teaching, research, and service can vary widely across the college. Accordingly, faculty should be evaluated for continuance, promotion, and tenure with their established workload division in mind. In addition, Ogden College also expects that faculty will develop into collegial department citizens. The level of accomplishment in all three categories is expected to illustrate maturity and depth appropriate for each professorial rank. Specific expectations can be found in the department Promotion and Tenure Guidelines.

### **Tenure and Promotion Requirements**

Tenure and promotion are separate processes and departments must act separately on them. However, candidates recommended for tenure must also qualify for the rank of associate professor or higher. Each tenure-eligible faculty member will be notified of their mandatory tenure date. Any requests for consideration of tenure or promotion before that date will be considered early. It is expected that consideration for early tenure or promotion will be based on exceptional performance in teaching, research or creative activity, and service. Consideration for early tenure and promotion will only be in the most exceptional cases. The dean's review will

apply the standards established by Ogden College in accord with University standards. The Dean will also assure that department standards comply with University standards.

### **Tenure**

Decisions concerning tenure will be based on performance in the following categories: instructional effectiveness, research and creative activity, and service to and for the university. The general areas of performance are described in the Faculty Handbook. It is understood that the faculty member seeking tenure will cooperate in working with colleagues in carrying out the University's educational mission. Faculty receiving tenure will have demonstrated professionalism in their teaching, scholarship, and service. They will also have shown a commitment to working in a mutually respectful and productive fashion with colleagues to actively support the mission and goals of the University, College, and Department.

### **Promotion**

University policy requires the following for promotion at every professorial rank: demonstrated sustained achievement appropriate for this rank in teaching effectiveness, research and creative activity, and university/public service.

The general procedures for promotion are those outlined in the Faculty Handbook. Demonstrated achievement will be considered only as it is relevant to the individual's area of professional competence. Only contributions since the last promotion or date of hire (except in situations in which time toward tenure and/or promotion has been allotted) will be considered for the next promotion. It is the responsibility of the candidate seeking promotion to provide promotion committees, the Department Head, and the Dean with a portfolio containing appropriate evidence on which to base a decision.

Department Promotion and Tenure committees, the Department Head, and the Dean will base the recommendation on specific criteria as defined by the department Tenure and Promotion Guidelines along with the College and University expectations when evaluating all areas. The standards for promotion to the rank of professor are expected to be more rigorous than those for promotion to associate professor. Faculty recommended for promotion will have demonstrated professionalism in their teaching, research, and service, a commitment to working in a mutually respectful and productive fashion with colleagues and students, as well as actively supporting the mission and goals of the University, College, and Department.

### **Instructor Promotions**

Criteria for promotion from the rank of Instructor 1 to Instructor 2 and from the rank of Instructor 2 to Senior Instructor will be as outlined in the Faculty Handbook. In addition, it is expected that instructors recommended for promotion will have demonstrated professionalism in their teaching and service (and research, if applicable), a commitment to working in a mutually respectful and productive fashion with colleagues and students, as well as actively supporting the mission and goals of the University, College, and Department.

## Ogden College Criteria and Guidelines

### Effective Teaching

In the evaluation of faculty performance, Ogden College highly values teaching effectiveness and requires excellent teaching as described in the department Tenure and Promotion Guidelines when being considered for promotion and tenure. All candidates being considered for promotion and tenure must demonstrate the following characteristics of effective teaching that promote student learning.

- Knowledge of subject - extensive and current knowledge of area of expertise and the ability to convey it successfully to students.
- Effectiveness of presentation – organized teaching materials and rigorous student assignments; clearly stated course objectives and assignments; enthusiasm for the subject; use of a variety of teaching techniques; communicates effectively in an instructional setting; thorough preparation for class; organized presentations; encourages student questions; excellent teaching skills reflected in the quality of student work and in student learning
- Effectiveness of evaluation – consistent and fair methods of assigning, evaluating, and grading student work; availability and willingness to articulate and remediate performance issues with students; willingness to self-evaluate, revise, and improve course materials including notes, assignments, and graded student work
- Responsibility to students – reasonable availability (holding office hours, keeping appointments); prompt feedback on student work; prompt attendance at scheduled classes; effective use of entire class session; positive attitude; special efforts in mentoring.

### Scholarship

WKU faculty are expected to be active scholars according to the standards defined in the Faculty Handbook. In the evaluation of faculty performance in scholarship, Ogden College highly values research and creative activity and requires excellent sustained performance in the faculty's area of expertise for promotion and tenure. The College recognizes that scholarship may take different forms as outlined by Boyer in *Scholarship Reconsidered* (1990) and later by Glassick, Huber, and Maeroff in *Scholarship Assessed* (1997): 1. The Scholarship of Discovery encompasses scholarly activities which contribute to the stock of human knowledge and to the intellectual climate of the university; 2. The Scholarship of Integration encompasses scholarly activities which are primarily interdisciplinary or interpretive in nature; 3. The Scholarship of Application encompasses scholarly activities which seek

to relate knowledge in one's field to the affairs of society; 4. The Scholarship of Teaching encompasses scholarly activities which are directly related to pedagogical practices; 5. The Scholarship of Artistic Endeavor encompasses scholarly activities which are directly related to the creative process, especially in the fine or applied arts.

The College recognizes that different research outcomes reflect different levels of accomplishment in scholarship (ie. a poster presentation does not carry the same "weight" as a funded research grant). For additional information about scholarship expectations for tenure and promotion, see the Faculty Handbook and departmental Tenure and Promotion Guidelines. A faculty member whose workload includes release time for a specific scholarly project is expected to report the results of his/her project to his/her department head. These outcomes should be reflected in the annual review. All Ogden College candidates for promotion and tenure must demonstrate the following characteristics of effective scholarly performance.

- Sustained effort – evidence of ongoing scholarship
- Focused area of scholarship – clearly articulated focused area of scholarship; evidence of effort to develop scholarly reputation in a focused area of scholarship
- Peer-reviewed outcomes – evidence that scholarly work is peer-reviewed within the discipline in a forum appropriate for the discipline (presentations of scholarly work, publications of scholarly results, grants, or other professionally recognized forms).
- Grants and contracts – evidence of sincere and consistent effort to secure funding for scholarly projects through the submission of internal and external grants, contracts, or by other means.

## **Service**

WKU faculty are expected to participate actively in the life of the department, college, and the University, and to use their professional expertise to benefit the greater community. Faculty are expected to perform service according to the guidelines specified in the Faculty Handbook. The College recognizes that service needs and expectations may differ from department to department. See departmental Tenure and Promotion documents for additional information about service expectations.

Candidates for tenure and promotion must present evidence of constructive participation in the work of the department, the college, the university or the community or profession. Effective service work could include but is not limited to evidence of

- Department, college, and University service – active participation in university governance, including service on department, college, or university committees; active participation in student recruitment and retention efforts; active participation in development or institutional advancement efforts;

- Community service – work on behalf of community-related grant applications; serving on local, state, or national boards related to professional expertise; involvement in community activities; science fair judge; involvement with outreach activities
- Professional service – holding an office in a professional organization; serving as a manuscript reviewer for a journal or a grant proposal reviewer for a granting agency; serving on a dissertation committee for students at another institution; work with P-12 teachers, students, or administrators through workshops or professional development projects

## **Collegiality**

As a community of teachers and scholars, WKU Ogden College faculty members are expected to interact in an atmosphere of mutual respect, with integrity, honesty, and regard for academic freedom. They should work with each other responsively in a productive fashion that furthers the mission of the University and the success of students and colleagues.

## **International Reach**

Ogden College faculty are encouraged to participate in activities that support the mission of the University as appropriate for the discipline through study abroad, international research collaborations, inclusion of international students in research experiences, etc.

**III. Review Portfolio** – The portfolio should be prepared with the audiences in mind. A departmental review committee will evaluate the portfolio by drawing from the expertise of people in the field while the dean and provost may evaluate the portfolio with a different perspective. For example, common abbreviations for discipline specific journals will not mean anything to non-departmental reviewers.

### **Dean's Office Requirements (for forwarding to the Provost's office)**

The Dean of Ogden College requires only the following information/documentation be submitted for review at the College level. The Dean reserves the right to request additional items of documentation, if desired.

1. One 1-inch (maximum), hardback, 3-ring binder to hold the portfolio documents to include the following (Note: a single pdf file of approximately 50 pages can be submitted electronically instead):
  - a) A persuasive and reflective narrative for promotion and/or tenure (5 pages) with references to the criteria specified in departmental guidelines. This narrative should be used to explain your qualifications for promotion in rank and/or tenure and should touch on each of the evaluative criteria. Examples of topics to include in your narrative are (1) teaching – use the summary\* of SITE evaluations to describe your development as a teacher, how you have responded to teaching challenges, what strategies you have used to

become an effective teacher, innovative ideas that you have incorporated into your teaching, special efforts in student mentoring, etc. (2) scholarship – describe your research area, describe your trajectory to developing a successful and prolific research program, describe the involvement of students in your research, describe your short and long term scholarly plans, describe any challenges that you might have had and how you dealt with them, etc. (3) service – describe your service activities, indicate how these activities impacted you, your department, college or the university, describe any professional service activities, describe how these activities impacted the organization but also describe how they have impacted your department, college or university, describe any special efforts in advisement, etc.

- b) Current curriculum vitae – Include a separate section for teaching, research, and service activities. Please separate journal manuscripts, proceedings, and presentations. Be sure to include full references to grants and contracts funded and submitted, manuscripts published, and presentations made. Please separate internal (ie. WKU) and external grant or contract funding. All references should be listed in reverse chronological order (ie. most recent first). Be sure not to use abbreviations.
- c) Documentation
  - i. **\*Summary of all** quantitative SITE documentation (graphs and charts are helpful) since the last promotion (or since you were hired). The summary should include the faculty member’s data across SITE items compared with departmental, college, and university ratings for all classes taught (organized by year). Copies of the individual SITE evaluations and comments are not necessary. The important thing is to use the evaluations to reflect on your teaching and make improvements.
  - ii. One copy (pdf double-sided offprint) of each published article since your last review. Include only the cover page, abstract, journal, and submission date of submitted manuscripts.
  - iii. Other documentation as appropriate that adds value to the portfolio and supports your development as a faculty member. These might include sample syllabi, unique teaching materials, awards, special letters acknowledging service, etc.