

Western Kentucky University
COLLEGE OF HEALTH AND HUMAN SERVICES
POLICIES AND PROCEDURES

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I. MISSION

The mission of the College of Health and Human is to provide diverse educational opportunities leading to excellence in Health and Human Services for a global community. Our vision is to be recognized nationally as a college that offers exemplary programs in Health and Human Services. Core values of the CHHS are:

Collaboration
Scholarship
Service
Excellence
Professionalism

Lifelong Learning
Integrity
Diversity
Accountability

II. MEMBERS

Section 1. Faculty

The faculty of the College of Health and Human Services shall consist of those members of the general faculty who hold appointments in the College.

Section 2. Duties and Responsibilities

II. 2.1 As provided in the Faculty Handbook, the faculty of the College of Health and Human Services shall have primary responsibility for curriculum, courses, methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

II. 2.2 The faculty shall consider reports from the President, Provost, the University Senate, Faculty Committees, Departments, Colleges, and other units of the University to make recommendations concerning these reports; discuss matters relating to the welfare of the College and the University; and amend or repeal any part or all of the Policies and Procedures of the College.

III. ORGANIZATION

Section 1. Officers

III. 1.1 The officers of the College of Health and Human Services shall be

- (a) Dean, an Associate Dean, Assistant Dean, Department Heads and Program Directors/Coordinators. These officers shall perform the duties prescribed in the CHHS Policies and Procedures and the Faculty Handbook.
- (b) The Dean of the College is the chief administrative officer of the College of Health and Human Services and shall serve as chair of the faculty of the College.
- (c) The Associate Dean of the College shall assist the Dean and shall preside in the absence of the Dean or at the request of the Dean.
- (d) Department Heads are responsible to the Dean of the College.
- (e) Program Directors/Coordinators are responsible to their respective Department Head or the Dean as appropriate.

Section 2. **Duties**

III. 2.1 The duties of the officers are as follows:

- (a) The Dean of the College is charged by the Provost and Vice President of Academic Affairs to plan, organize, direct, and control the affairs of the College as its chief administrative officer.
- (b) The Associate Dean of the College reports directly to the Dean and is responsible for assisting the Dean in matters relating to the operation of the College. The Associate Dean represents the Dean's office in the absence of the Dean, attends meetings on behalf of the Dean, and conducts all correspondence including the preparation of reports delegated by the Dean as well as any other function delegated by the Dean.
- (c) The Assistant to the Dean of the College reports directly to the Dean and is responsible for coordination of space and facilities projects in CHHS including the scheduling of courses and room assignments.
- (d) The duties of Department Heads shall be delegated and defined by the Provost, and shall appear in the official documents of the University. Department Heads are responsible for administration within their respective departments.
- (e) Program Directors are directly responsible for their designated degree program, including input into the departmental budget process; curriculum revisions; seeking or maintaining appropriate accreditations/approvals; approving programs for each student in his/her program area; recommending to Department Head course scheduling and instructors; chairing program advisory councils; preparing appropriate recruitment brochures and coordinating recruitment activities for the program; developing/approving internships, cooperative education or clinical experiences for students in the program; upon recommendation of the faculty, approving textbook selections for courses in the program; coordinating Strategic Planning for the program, including program assessment and outcome evaluation.

IV. **MEETINGS**

Section 1. The general faculty of the College shall meet at least once each regular academic term during the year. Special meetings may be called by the Dean, and shall be called upon written request to the Dean by 25 percent of the members of the general faculty of the College. All full-time faculty shall have the right to vote. The presence of at least 50 percent of the members of the general faculty shall be necessary for a quorum. All meetings shall be announced and scheduled in such a way that maximum attendance will be encouraged.

Section 2. The Dean shall preside at all meetings.

Section 3. Purpose of Meetings

IV. 3.1 The purpose of the periodic College meetings shall be to advise and discuss with the faculty major priorities within the College and the University. The Dean may bring to vote items relating to the general direction of the College. Specific concerns may be referred to appropriate committees within the College.

IV. 3.2 The Dean may call for specific committee reports to be presented to the faculty for discussion.

IV. 3.3 College meetings shall supplement but not replace the work of the University Senate and other units of the faculty governance system. Meetings should provide forums for discussion, shared information, and general policy direction. The goal of the meetings shall be to further the concept of a community of scholars working to improve the College and the University.

V. COMMITTEES

Section 1. General

V. 1.1 Standing Committees

(a) The College of Health and Human Services will have the following Standing Committees:

- (1) CHHS Nominations Committee
- (2) CHHS Undergraduate Curriculum Committee
- (3) CHHS Graduate Committees
- (4) CHHS Academic Complaint Committee
- (5) CHHS Sabbatical and Faculty Awards Committee
- (6) CHHS Dean's Advisory Committees
- (7) CHHS Technology and Distance Learning Committee
- (8) CHHS Research and Grant Committee
- (9) CHHS Facilities Committee
- (10) CHHS Advising Committee
- (11) Additional standing committees may be constituted by the Dean upon the advice of the Department Heads and/or the General Faculty of the College (e.g., committees on Mentoring, Advising, and New Programs).

V. 1.2 Ad hoc committees may be appointed by the Dean.

V. 1.3 All committee chairs are expected to seek the consultation of faculty members, administrators, or others who have expertise in the area of their committee's responsibilities and to seek input from all interested faculty. Committee chairs are empowered to form subcommittees, either ad hoc or standing. Subcommittee members may be appointed by the committee chair and, when appropriate, may include persons not on the committee.

V. 1.4. Committee members shall be elected at the regularly scheduled annual elections held by the College. Committee members will take office on the date of the first College Faculty Meeting preceding the fall term.

V. 1.5. All committee meetings shall be scheduled and announced in such a way that maximum attendance will be encouraged.

V. 1.6. Only College faculty who are members of the Graduate Faculty shall be eligible to vote for the election of the Graduate Council representatives. All college faculty shall be eligible to vote in all other college elections.

V. 1.7. Committee members may serve successive terms unless prohibited by University policy.

V. 1.8. Committee members will serve a three year term unless stated otherwise.

Section 2. CHHS Nominations Committee

V. 2.1. The Committee shall be composed of at least three full-time faculty members and not to exceed five, elected from the College at large, with the provision that each is from a different department. The Chairperson will be the person serving in the final year of his/her term. Initially, one person will be elected to a one year term, one person to a two year term and one person to a three year term. Thereafter, all members will serve staggered three year terms and be eligible for reelection.

V. 2.2. The CHHS Nominations Committee shall conduct all elections for college representatives to the University Senate; Graduate Council; and all committees and councils of the College that have elected members. The Committee shall insure that all nominations for elections conducted under its supervision are open. Questions of eligibility for nominations shall be resolved by the Committee.

Section 3. CHHS Undergraduate Curriculum Committee

V. 3.1. The Committee shall be composed of the Associate Dean, who shall serve as non-voting chair and one member elected by each department within the College.

(Department Heads are eligible to serve). Alternates shall be elected to serve in the absence of the regular voting member from that department.

V. 3.2. All terms shall be for three years and members will be elected to staggered terms such that one term end each year. Members can succeed themselves. Elections for department alternates are held during the same year as regular committee members. Members can succeed themselves.

V. 3.3. The Undergraduate Curriculum Committee shall be responsible for review and approval of all undergraduate curriculum changes in the College.

V. 3.4. Meetings shall be called by the Associate Dean. Committee members will have a minimum of one week to review curriculum requests prior to a called meeting.

Section 4. CHHS Graduate Curriculum Committee

V. 4.1. The Committee shall be composed of the Associate Dean, who shall serve as non-voting chair and one voting graduate faculty member elected from each CHHS department. Department Heads are eligible to serve. Each graduate program in the college can have a representative and this member may be the graduate program coordinator/director or an elected graduate faculty member from that program.

V. 4.2. All terms shall be for three years and members will be elected to staggered terms such that two terms end each year. Members can succeed themselves.

V. 4.3. The Graduate Curriculum Committee shall be responsible for review and approval of all graduate curriculum changes in the College.

V. 4.4. Meetings shall be called by the Associate Dean. Committee members will have a minimum of one week to review curriculum requests prior to a called meeting.

Section 5. **CHHS Academic Complaint Committee**

V. 5.1 The committee shall be chaired by the Associate Dean in CHHS and composed of one faculty member from each department.

V. 5.2 All terms shall be for one year.

V. 5.3 The CHHS Academic Complaint Committee shall be responsible for review of all academic complaints and will follow the four step process outlined in Faculty Handbook.

Section 6. **CHHS Sabbatical and Faculty Awards Committee**

V. 6.1. The committee shall be composed of one tenured faculty member elected by each department. The Dean will appoint one of the faculty members to serve as Chair of the Committee.

V. 6.2. All terms shall be for one year.

V. 6.3. The Faculty Awards Committee shall be responsible for review of all nominee materials. The Committee shall select one finalist from each category. The Committee may interview nominees prior to submitting the recommendations.

V. 6.4. Meetings shall be called by the Chair.

V. 6.5 Applications for Sabbatical are forwarded to the College Sabbatical and Faculty Awards Committee for review by a subcommittee of members holding tenure. The subcommittee will evaluate proposals and submit to college dean recommendations as to the relative merits of the proposals. The dean shall then submit their recommendations to the Provost and Vice President for Academic Affairs for review. After consultation with the dean, the Provost and Vice President for Academic Affairs shall make recommendations to the President, who is responsible for final recommendations to the Board of Regents for official approval.

Section 7. **CHHS Advisory Committees**

V. 7.1. The CHHS Internal Advisory Committee, known as the Dean's Advisory Committee, shall be composed of a representation from each department, centers/institutes, auxiliary staff, and students.) Subcommittees may be established as needs are identified.

V.7.2. The CHHS External Advisory Committee, known as the CHHS Board of Stakeholders, shall be selected at the discretion of the Dean with community representation from disciplines within the college. Operations will generally be guided by policies and procedures adopted by that Board.

Section 8. **CHHS Technology and Distance Learning Committee**

V.8.1. Technology and Distance Learning Committee shall be composed of a representative (faculty or staff) from each department. The committee is charged with developing a strategic plan for technology and distance learning in CHHS.

Section 9. **CHHS Research and Grant Committee**

V.9.1. This committee will assist in promoting College-wide collaborative research. The Director of Institute of Rural Health serves as the chair of this committee. Suggested activities: (1) support a research symposium annually to discuss and share research in college; (2) Committee is responsible for identifying recipients of mini-grants through Dean's office.

V9.2. The committee shall be selected at the discretion of the Dean.

Section 10. **CHHS Facilities Committee**

V.10.1. Facilities Committee shall be composed of a representative (faculty or staff) from each department. The committee's duties include: (1) assess current space utilization and make recommendations for short-term improvements; (2) review building space and utilization and make recommendations about how to reconfigure, renovate to meet programmatic needs of the college; and (3) prioritizing the Classroom Improvement Projects and Equipment Requests each fall.

Section 11. **CHHS Advising Committee**

Section 11.1 The purpose of the advising committee is to provide advice and direction to advising needs within the college. The CHHS advisor for undeclared students will chair the committee and call monthly meetings throughout the academic year. The committee shall be composed of one elected member from each department.

VI: PROMOTION AND TENURE POLICIES

CHHS tenure and promotion requirements do not contradict in any way the tenure and promotion requirements of the University found in the Faculty Handbook. The College, however, is more specific, as required by University policies, and in some cases more demanding than the minimum University standards.

Teaching effectiveness is highly regarded in CHHS. Faculty spend most of their time preparing for and delivering classroom instruction. The evidence to assess teaching effectiveness comes from multiple sources such as self-assessment, peer assessment, and student assessment. Self-assessment includes techniques such as reflective statements about statements of philosophy about teaching, critiques of the linkages between course objectives and activities, descriptions of teaching materials and assignments, and statements about what worked well, what barriers were encountered, and what steps to improve the course next time it is offered.

Peer evaluation needs to be systematic and evaluative. Department heads in CHHS will observe probationary and non-tenure faculty on an annual basis. In addition, at least one other peer evaluation needs to be completed annually for all non-tenured faculty. The purpose of peer evaluation is to provide information to faculty about their teaching including 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 into courses.

Student assessment is an essential component of process of improving and evaluating teaching. Quantitative responses from student instruments (e.g., SITE) and written responses to open-ended questions are two of the most widely used methods to collect information about teaching effectiveness.

Teaching includes a board range of activities. The following are examples of areas that faculty may use to meet teaching effectiveness: effective presentations, active learning, service learning, community-based learning experiences, internships or clinical experiences, and involvement in community-based research projects. Other activities included in teaching is academic advising and mentoring, involvement in special projects such as participation in recruitment or learning communities, development of courses for programs using distance or innovative delivery models, and implementation of special retention programs or efforts.

The College considers scholarship in the following areas which were first outlined by Boyer in *Scholarship Reconsidered* (1990) and later by Glassick, Huber, and Maeroff in *Scholarship Assessed* (1997):

1. The Scholarship of Discovery encompasses scholarly activities which contribute to the stock of human knowledge and to the intellectual climate of the university. Examples of Scholarship of Discovery include but not limited to development of new materials or drugs, the discovery of unknown phenomena, and the identification of laws governing physics or mathematics. In CHHS there are many types of empirical research involving the use of quantitative and/or qualitative techniques that fall within the Scholarship of Discovery. Work that is highly original that it cannot fairly be regarded as merely interpretive, interdisciplinary, or an extension of the work of others may constitute the Scholarship of Discovery.
2. The Scholarship of Integration encompasses scholarly activities which are primarily interdisciplinary or interpretive in nature. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner, drawing together isolated factors, or placing known information into broader contexts. It synthesizes, interprets, and connects the findings in a way that brings new meaning to these facts. Examples of Scholarship of Integration include interdisciplinary works, such as those which use economic or psychological analysis, reviews essays, which probe the merits of another's work from a particular viewpoint, such as religious, political, gender, or cultural based perspectives.
3. The Scholarship of Application encompasses scholarly activities which seek to relate knowledge in one's field to the affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as using social problems as the agenda for the scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to health and human service problems, or making ideas accessible to the public. Examples of the Scholarship of Application include diverse forms of scholarship as drafts of

- model programs; articles and books examining the legal, health, economic, ethical implications of new social phenomena; editorials and opinion pieces involving issues in health and human services; and certain types of applied research.
4. The Scholarship of Teaching encompasses scholarly activities which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information in the learning process. Examples of Scholarship of Teaching include publications about pedagogy and methodology, development and publication of instructional materials, the conduct of workshops on innovative teaching methods, and the creation of computer exercises in areas relating to one's discipline.
 5. The Scholarship of Artistic Endeavor encompasses scholarly activities which are directly related to the creative process, especially in the fine or applied arts. Examples include music recitals and performances, juried exhibitions of work in interior design or textile and merchandising, and creation of new art forms or new techniques within an art form.

Section 1: Academic Qualifications For Appointment To Tenurable Positions (Faculty Handbook)

- A. Professor
 1. Academic Qualifications: The earned doctorate or the appropriate terminal degree in the profession.
 2. Experience: A minimum of five years' service at the rank of associate professor.
 3. Demonstrated achievement appropriate for this rank in teaching effectiveness, research/creative activity, and university/public service.
 - B. Associate Professor
 1. Academic Qualifications: The earned doctorate or the appropriate terminal degree in the profession.
 2. Experience: A minimum of five years' service at the rank of assistant professor.
 3. Demonstrated achievement appropriate for this rank in teaching effectiveness, research/creative activity, and university/public service.
- OR**
4. Academic Qualifications: Master's degree plus advanced graduate study equivalent to all courses except dissertation (ABD) in the appropriate discipline.
 5. Experience: A minimum of ten years' service at the rank of assistant professor.
 6. Demonstrated achievement appropriate for this rank in teaching effectiveness, research/creative activity, and university/public

service. Emphasis is placed upon teaching effectiveness, research and scholarly activities, and student engagement.

C. Assistant Professor

1. Academic qualifications: The earned doctorate or the appropriate terminal degree in the profession, or the master's degree plus at least twenty-four semester hours' graduate work related to the faculty member's academic area.
2. Experience: A minimum of three years' service at the rank of instructor (may be waived for persons holding the doctorate).
3. Demonstrated achievement appropriate for this rank in teaching effectiveness, research/creative activity, and university/public service.

D. Instructor

1. Academic Qualifications: Master's degree or demonstrated ability in the field in which the candidate is employed.
- 2.

Section 2: Academic Qualifications For Appointment To Clinical Positions in CHHS

The professional programs in the College of Health and Human Services require some faculty be excellent clinicians/practitioners, and educators, with a significant responsibility toward both. In health sciences a clinical component is a mandatory part of the educational experiences for students who are in programs that prepare them for licensure and certification. The quality of student learning experiences is enhanced by having clinically competent faculty who provide care and counseling to clients and oversees the clinical experiences and training of students.

Historically, faculty appointments with clinical titles have been used to affiliate practitioners of specific professions with academic faculties that teach or conduct research in the same profession. Clinical appointments are most common in medicine, dentistry, pharmacy, nursing, allied health professions, social work and public health. Position titles include Assistant Clinical Practitioner, Associate Clinical Practitioner, Clinical Practitioner, and Senior Clinical Practitioner. The clinical track classification is to be used only for faculty in the CHHS 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 not eligible for tenure. 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.

- A. Senior Clinical Practitioner
1. Academic Qualifications: The earned doctorate or the appropriate terminal degree in the profession.
 2. Experience: A minimum of six years' service at the rank of clinical practitioner.
 3. Demonstrated achievement appropriate for this rank in teaching effectiveness, research/creative activity, and university/public service.

Senior Clinical Practitioner: Senior health professional who has demonstrated professional competence in a position of great responsibility, and who possesses a sustained record of clinical or scholarly activities. Promotion to this rank requires documentation that the candidate is involved in scholarly activities, either independently or in collaboration with other investigators. Typically a record of scholarly publications is expected at this rank.

- B. Clinical Practitioner
1. Academic Qualifications: The earned doctorate or the appropriate terminal degree in the profession.
 2. Experience: A minimum of six years' service at the rank of associate clinical practitioner.
 3. Demonstrated achievement appropriate for this rank in teaching effectiveness, research/creative activity, and university/public service.
- OR**
4. Academic Qualifications: Master's degree in the appropriate discipline.
 5. Experience: A minimum of ten years' service at the rank of associate clinical practitioner.
 6. Demonstrated achievement appropriate for this rank in teaching effectiveness, research/creative activity, and university/public service. Emphasis is placed upon effective teaching, clinical supervision, program development, student engagement, and other professional activities.

Clinical Practitioner: health professional who has demonstrated effectiveness as a teacher, or as part of a clinical program, and who has attained an acknowledged standing among the faculty and community. Evidence of activity in clinical service provision and/or application, development of the profession may include presentations, invited lectures, curriculum development, teaching innovations, community/public service, student engagement, workshop leadership, meaningful participation in regional and national professional organizations and committees, or a record of scholarly publications may be considered.

- C. Associate Clinical Practitioner

1. Academic qualifications: The master's degree related to the faculty member's academic area.
2. Experience: A minimum of three years' service at the rank of assistant clinical practitioner (may be waived based on clinical experience and expertise).
3. Demonstrated achievement appropriate for this rank in teaching effectiveness, research/creative activity, and university/public service. Emphasis is placed upon effective teaching, supervision, and student engagement.

Associate Clinical Practitioner: 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. Faculty for appointment or promotion to the rank of Clinical Associate Practitioner 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.

D. Assistant Clinical Practitioner

1. Academic Qualifications: Master's degree or demonstrated ability in the field in which the candidate is employed.

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. If no guidelines exist, the criteria outline in WKU Faculty Handbook shall be used. Faculty at the associate clinical ranks and at least ten years of service at WKU shall be eligible for a professional leave.

Section 3: Tenure Procedures

Full-time faculty members appointed to tenurable positions at the rank of Assistant Professor, Associate Professor, or Professor as outlined in the Faculty Handbook.

In addition to the regular annual evaluations of probationary faculty as outlined in the Faculty Handbook, untenured faculty will submit a portfolio following the end of the third year of employment documenting activities and progress in the areas of teaching, research and scholarly activity, and service. The purpose of this evaluation is to determine whether there has been sufficient progress toward tenure to justify continuation of the faculty member. In making the evaluations on progress toward tenure, Department

Heads shall consult with the tenured faculty in the department and shall evaluate the faculty member specifically in the areas of teaching, research/creative activity, and public/university service. Any deficiency in performance will be clearly stated, and the faculty member under review will be given a copy of the evaluation with an opportunity to respond. The mid-tenure review portfolio will be submitted to the department head by September 1st following the completion of the third year of tenure track employment. The department head will notify tenured faculty to review the portfolio. By October 1st the department head will convene all tenured faculty. The tenured faculty and department head will discuss the portfolio and will provide the tenure track faculty member under mid-tenure review with written feedback regarding the portfolio. By November 1st the department head will meet with the tenure track faculty member under mid-tenure review in order to review and discuss the written documentation.

Section 4: Tenure and Promotion Criteria

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

Demonstrated achievement will be considered only as it is relevant to the individual's area of professional competence. Only contributions since the last promotion will be considered for the next promotion. It is the responsibility of the candidate seeking [tenure and] promotion to provide promotion committees with the appropriate evidence on which to base a decision.

A: Criteria for Evaluation for Tenure and Promotion

The evaluation of faculty for tenure and promotion shall be based upon university, college, and departmental criteria. CHHS requirements for tenure and promotion may include but not limited to:

Teaching: student evaluations, peer evaluations, self-assessment, contact hours, preparations, and number of students. Documentation may include:

- Copies of course syllabi, including course objectives, activities, and means to assess student performance.
- Copies of lecture notes, lesson plans, laboratory exercises, discussion questions.
- Copies of exams and quizzes.
- Copies of graded student materials.
- Copies of students' independent study projects, student research projects, or honors projects.
- Copies of Master's theses or Master's projects.
- Teaching portfolios.
- Grade distributions.

- Evidence of student learning such as pre-course/post-course test scores.
- Students' performance on nationally standardized tests.
- Student evaluations.
- Informal and formal peer evaluations based on classroom observations and review of
 - developed materials.
 - External reviews of teaching.
 - Evidence of course impact on students, such as student testimonials.
 - Alumni opinions.
 - Evidence of demand for course.
 - Evidence of new course development and revised course development in program of study.
 - Record of student advising and/or mentoring.
 - Teaching awards.
 - Participation in educational projects and programs, such as those sponsored by the University or professional organizations.
 - Evidence of involvement in retention efforts indicating the impact of such activities on student success either in the faculty member's classroom or in a broader campus setting.
 - Evidence of impact of teaching and/or course development.
 - Other (to be added by department)

Research and Creative Activity

All tenure and tenured faculty need to demonstrate continuing evidence of research and creative activity related to the scholarship of discovery, integration, engagement, teaching, and artistic endeavor. A record of consistent achievement of high quality in research and creative activity is a necessary condition for promotion to the senior ranks and for tenure. To qualify as scholarship, the activity or work should: require a high level of discipline-related expertise, be conducted in a scholarly manner with clear goals and appropriate methods, produce meaningful results, be published in peer-reviewed journals, be presented through peer-reviewed format, be peer reviewed as appropriate for discipline and have an impact on the discipline or community.

Recognized forms of research and creative activity are publishing research articles in refereed journals, publishing scholarly books and monographs, other relevant scholarly products as well as grant-seeking/securing activities, and jury-reviewed media and jury-reviewed electronic productions. Documentation may include, but is not limited to:

- Publications, such as books, book chapters, monographs, and journal articles.
- Reports, including technical reports, reports prepared for a community partner or to be submitted by a community partner.
- Creative writing, such as novels and books; poems, essays, plays, and musical scores; design or arrangement of creative work.
- Published translations, reviews, abstracts, or critiques.

- Copies of presentations, such as refereed conference presentations (at least statewide) and related proceedings; copies of invited addresses for statewide or broader audience.
- Creative performances, such as production and display of musical compositions; radio and television productions, films, and videos; directing, conducting, or choreographing creative or artistic works; performing as vocalist, instrumentalist, dancer, actor, or other forms of performance; stage design and construction, costuming direction.
- Copies of programs for oral presentations, exhibits, and performances.
- Copies of written and published materials for instructional purposes.
- Published software.
- Patents.
- Copies of grant proposals and grant awards; reviews of proposal submissions.
- Visual arts, such as competitions, commissions, and other artistic exhibitions; production and display of paintings, sculpture, ceramics, weaving, photographs, graphics, and other works of art.
- Letters from external colleagues, external agencies, or organizations attesting to the quality and value of the work.
- Evidence of the impact of the work.
- Evidence of the extent to which the work has been cited.
- Evidence of peer reviewing or professional reviews.
- Awards and/or honors.
- Other (to be added by the department).

Public and University Service

Service is an important and essential component of appropriate activity and related to the mission of CHHS and WKU. Service includes work that contributes to the effective operation and collegial governance of the program, department, college, and/or the University. All faculty are expected to contribute to the academic community through committee service and participation in program, department, college and university governance. Examples of appropriate service contributions may include, but are not limited to, the following:

- Department, college, and university committee participation.
- Other departmental activities such as administrative duties, special assignments from the chairperson, contributions to program accreditation activities, and participation in faculty meetings and seminars.
- Participation in regional, national, or international community activities directly related to the faculty member's profession, such as lectures and presentations, news media interviews, and professional advice to nonprofit agencies.
- Participation in service functions of the profession such as journal referee or editor, serving on accreditation team, writing questions for licensure or

- certification exams, program review for university, officer of professional organizations, and session organizer or chair at professional meetings.
- Provision of clinical services related to assessment of health and wellness.
 - Provision of consulting services or technical assistance including grant proposals and grant awards for an organization or community.
 - Mentoring and advising new faculty, students or student groups.
 - Organizing colloquia and seminars for department or college.
 - Participation in student recruitment, development of recruitment materials in print or web-base.
 - Participation in fund raising, public relations, and marketing of programs.
 - Other (to be added by department)

VII. Reassigned Time

Section 1. Faculty in the CHHS may apply for special assignment time in accordance with Faculty Handbook. Faculty must complete by CHHS Special Assignment Approval Form available on-line at: <http://www.wku.edu/Dept/Academic/chhs/Special Assignment Approval Form.doc>

Section 2. Special Assignment Forms are due in CHHS Dean's Office by January 1st for the proceeding Fall or Spring semesters. A final report must be completed before approval of subsequent reassigned proposals.

VIII. Professional Travel

Section 1: Travel for professional development must be approved in advance by the Department Head and Dean. By September 15th of each year faculty requesting professional development funding must complete a tentative faculty development travel requests for the academic year. This initial plan may be revised as necessary during the year. The faculty development form is available on the CHHS homepage at: <http://www.wku.edu/Dept/Academic/chhs/Faculty Development.doc>

Section 2: CHHS is required to provide documentation about the use of professional development funds to CPE. Faculty receiving CHHS professional development funds must complete CHHS Professional Development Funding Form available at: <http://www.wku.edu/Dept/Academic/chhs/College Forms.doc>

IX. PARLIAMENTARY AUTHORITY

Section 1. The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern the College in all cases to which they are applicable in which they are not inconsistent with these Policies and Procedures and any special rules of order the College may adopt.

X. AMENDMENT OF POLICIES AND PROCEDURES

Section 1. These Policies and Procedures can be amended at any regular meeting of the College by a two-thirds majority of those present and voting, provided that the

amendment has been submitted in writing to each faculty member of the College at least two weeks in advance of the meeting or at the previous regular meeting.

XI. ANNUAL FACULTY EVALUATIONS

Evaluations will be conducted annually for all faculty in CHHS. The goals of the annual evaluation are (1) to provide a systematic process for the assessment teaching, research and scholarly activities, and service to the university, profession and community, and (2) to provide an annual review of performance for the purpose of making decisions regarding the administrative decisions including merit pay, salary increases, promotion, tenure, and post-tenure review.

Faculty Evaluation Process

Faculty will complete an annual faculty activity report with Digital Measures and submit to department head for evaluation by June 1st that is inclusive of the academic calendar from July 1 to June 30th time period. The dates for department head and dean reviews will conform to the dates established in WKU's Faculty Handbook and Administrative Calendar. Departments will evaluate all faculty members in the areas of teaching effectiveness, research and creative activity, public and university service, student advising, contributions to departmental, college, and university mission related to student engagement, and progress toward accomplishing short and long term professional goals. Each category is rated on a scale of outstanding, very good, good, satisfactory, needs improvement, and unsatisfactory. Faculty members must demonstrate annually their level of performance in these areas for consideration for annual faculty increments, continuance, and tenure and promotion.