



Tenure & Promotion Guidelines

School of Health and Social Services

These guidelines apply to faculty appointments with a start date of July 202X or later.
Faculty hired before July 202X may adopt these school guidelines or continue with previous guidelines. Please notify the school director of this intention, in the form of a memo, as required.

Faculty members are professionals working together to promote the success of students, colleagues, and the university in addition to fostering personal and professional growth. Western Kentucky University College of Health and Human Services and School of Health and Social Services faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom.

TABLE OF CONTENTS

CODE OF PROFESSIONAL PRACTICE.....	4
STANDARDS OF SCHOLARLY WORK.....	5
TRADITIONAL TRACK FACULTY	8
Teaching.....	8
Research/Creative Activities	11
University/Public Service	14
PEDAGOGICAL TRACK FACULTY	19
Teaching.....	19
Optional Pedagogical Activities.....	22
University/Public Service	23
INSTRUCTOR FACULTY: INSTRUCTOR PROMOTION PROCESS	27
Purpose	27
Criteria for Promotion.....	27
Evaluation of Collegiality and Professional Conduct.....	28
Process of Promotion.....	28
DOCUMENT APPROVAL	29
APPENDIX A: SCHOOL OF HEALTH AND SOCIAL SERVICES ELECTRONIC PORTFOLIO TABLE OF CONTENTS	30
APPENDIX B: PEER EVALUATION OF TEACHING.....	32
APPENDIX C: THE SCHOOL OF HEALTH AND SOCIAL SERVICES RUBRIC FOR TEACHING EFFECTIVENESS.....	37
APPENDIX D: THE SCHOOL OF HEALTH AND SOCIAL SERVICES RUBRIC FOR FACULTY RESEARCH AND CREATIVE ACTIVITY: TENURE AND PROMOTION TO ASSOCIATE PROFESSOR.....	39

APPENDIX E: THE SCHOOL OF HEALTH AND SOCIAL SERVICES RUBRIC FOR FACULTY RESEARCH AND CREATIVE ACTIVITY: PROMOTION TO PROFESSOR	40
APPENDIX F: THE SCHOOL OF HEALTH AND SOCIAL SERVICES <i>RUBRIC FOR FACULTY SERVICE ACTIVITY: TENURE AND PROMOTION TO ASSOCIATE PROFESSOR</i>	41
APPENDIX G: THE SCHOOL OF HEALTH AND SOCIAL SERVICES <i>RUBRIC FOR FACULTY SERVICE ACTIVITY: PROMOTION TO PROFESSOR</i> ..	43

School of Health and Social Services Tenure and Promotion Guidelines

Preamble – The quality and success of the School of Health and Social Services (SHSS) depends on the recruitment and retention of a highly qualified and motivated faculty. Once faculty have been recruited, it is vital that the school director, program coordinators/directors, and senior faculty mentor all faculty with particular attention given to tenure-track faculty regarding tenure and promotion expectations. The programs contained within SHSS are dedicated to teaching, research, service, and the application of knowledge. SHSS programs offer face-to-face, online, and hybrid options. SHSS programs require that faculty have a high degree of involvement with students in terms of teaching load, research, and service including advising. These expectations demand that faculty strike the proper balance of teaching, research, and service. The purpose of this document is to provide an overview of those expectations.

The guidelines for tenure and promotion are based on the [*WKU Faculty Handbook*](#); however, this document provides additional clarity for faculty seeking tenure and promotion within the school. Expectations for tenure and promotion within a university are often discussed within the context of research, teaching, and service. Many in the academy have called for a broader definition of scholarship. Glassick, Huber, and Maeroff (1997) discuss this broader definition in their book *Scholarship Assessed: Evaluation of the Professoriate*. Glassick et al. re-conceptualize teaching, research, and service as “the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching” (p. 9). This paradigm allows teaching and service to be valued and rewarded. It also allows individual faculty to develop career paths, within school and departmental guidelines, that will highlight individual talents and interests. The goal of this tenure and promotion document is to honor WKU’s commitment to teaching first and foremost, while at the same time providing an appropriate balance of research and service. The faculty in the SHSS can best serve students, the university, and the community by valuing Glassick et al.’s broad definition of scholarship.

Code of Professional Practice

Glassick, Huber, and Maeroff (1997) discuss the importance of a professional code of practice that includes integrity, perseverance, and courage as central values. A primary requirement for any faculty member is to practice with integrity and fairness. This includes behavior within the classroom, the university, the professional community, and with the public. In addition to integrity, a faculty member must remain curious and persevere. Sustained achievement and remaining productive over the years is vital to an engaged faculty and supportive learning environment. Finally, a faculty member must have the courage to pursue open inquiry as a core value within the university. Professionals practicing in health and social services regularly work with disenfranchised populations. While key to advancing social justice, empowering these groups and advocating for meeting the needs of people is often met with resistance. These qualities and values require that the faculty members do more than adequately perform daily tasks. Faculty performance involves more than the tasks of teaching, research, and service. A spirit of collegiality, volunteerism, and a “team” orientation are

highly valued within the department. This orientation is demonstrated by efficiently and effectively performing service activities, particularly the numerous “nuts and bolts” day-to-day activities of running the programs, as well as the School.

Professionalism is expected of all faculty in SHSS. The components of professionalism include awareness and responsiveness to diverse people, maintaining a high level of self-awareness, and relating positively to others when working in collaborative teams. It is important to display a high level of oral and written expression, reliability, dependability, and motivation in addition to responding promptly (within 1-2 business days) to others. Maintaining a high level of professionalism will facilitate collegiality. Collegiality is strictly defined as shared authority among colleagues. Collegiality within an academic school implies that power is distributed among all faculty members. With shared power comes shared responsibilities.

Standards of Scholarly Work

Given that the School of Health and Social Services adopts the [WKU Faculty Handbook](#) standards, policies, procedures, and guidelines for faculty related to tenure, promotion, and continuance and that this document is based on the [WKU Faculty Handbook](#), The School of Health and Social Services follows the established criteria for:

Tenure-eligible Appointments:	Non-tenure Eligible Appointments:	Promotion:
Traditional Track Faculty Pedagogical Track Faculty	Instructional Track Faculty	Traditional Track Faculty Pedagogical Track Faculty Instructor Track Faculty

In addition to the standards, policies, procedures, and guidelines for scholarly work established by WKU, the School of Health and Social Services adopts the following. All faculty ranks are expected to achieve the applicable targets described in the assigned areas of teaching, research and creative activities, and service. (Please note that all three categories apply to tenure-eligible appointments on Traditional track; however, only the categories of Teaching and Service apply to Pedagogical track faculty, who are tenure-eligible, and Instructional appointments). Variability in quantity based on quality of faculty accomplishments and/or workload will be considered during the evaluation processes.

The process for tenure and the process for promotion are different and listed in different sections as such in the [WKU Faculty Handbook](#). While these processes may occur simultaneously in the case of tenure-track faculty, they are not the same. Promotion is available to all faculty; however, tenure is only available to those in tenure-eligible appointments. Tenure happens only once while promotion can occur more than once. Lastly, tenure ensures that faculty have earned academic freedom, economic security, and a

long-range commitment from WKU which encourages retention of a strong and satisfied faculty. For more information on the difference between tenure and promotion, please consult the [*WKU Faculty Handbook*](#).

Electronic Portfolio

Tenure-eligible faculty must complete a yearly continuance portfolio which includes evidence of scholarly achievement in the areas of teaching, research, and service as required by their appointment. At the required year, tenure-eligible faculty must complete a final tenure and promotion portfolio demonstrating they have met the requirements for tenure and promotion in the department, college, and university. These activities must occur in accordance with the time outlined in the [*WKU Faculty Handbook*](#).

Tenured faculty seeking promotion must complete a promotion portfolio which includes evidence of sustained scholarly achievement in the areas of teaching, research and creative activity, and service as required by their appointment. Tenured faculty may apply for promotion in accordance with the time outlined in the [*WKU Faculty Handbook*](#).

Portfolios must be submitted in an Adobe pdf format for ease of readability, and it is recommended that the narrative be less than 50 pages. A sample table of contents is provided in Appendix A of this document to guide the development of headings. Additional headings may be included to highlight specific areas of performance (e.g. International Education). The portfolio should include narrative related to the various areas with electronic links to supporting information such as publications, awards, certificates, etc. The linked documents must be housed in an accessible site such as the Microsoft Office OneDrive with permissions set to shared. It is recommended that a trusted colleague or two review the document and the links for accessibility prior to submission to the school director.

Any approved releases from teaching, research, or service must be included in the narrative, including a description of the work done during the release period. For example, if a course teaching release was provided for research purposes, a description of the research activities undertaken during that 10% workload reduction must be included. The school director will discuss any release time in their documentation of workload and evaluation of faculty performance.

The rubrics provided in the appendices are intended to serve as guides to inform evaluation and ensure consistency. They are not to be applied as absolute or prescriptive standards. Evaluators should exercise professional judgment and consider the totality and impact of each candidate's record in forming recommendations for tenure and promotion.

Office Hours

Faculty are expected to be consistently responsive to student questions and concerns. Office hours will be maintained per the [WKU Faculty Handbook](#).

References

Glassick, C.E., Huber, M.T., & Maeroff, G.I. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass.

Traditional Track Faculty

Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The [*WKU Faculty Handbook*](#) has a list of examples of teaching effectiveness.

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

- Peer assessment provides information to a faculty member to improve and evaluate his/her teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning.

Peer assessment needs to be systematic and evaluative. At least one peer assessment should be completed annually. The assessment should be conducted by a tenured faculty either within or outside their respective department/school. As needed, SHSS may provide training sessions/workshops to tenured faculty who may serve as peer assessors. The *Peer Evaluation of Teaching in School of Health and Social Services* (See Appendix B: modified from *Social Work Departmental Evaluation Tool*) will be utilized during peer assessment sessions to provide a consistent measure.

- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback such as mid-term surveys deployed by professors. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards.

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation including new course development and/or significant

revision; student written comment or other feedback; contributions to other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships, and/or involvement with and mentoring student research or creative projects) and professional development to improve teaching skills. A textbook authored by faculty is an important contribution to instruction and is a significant teaching tool. Thus, a textbook can be considered to be an important indicator for teaching effectiveness and will be considered as scholarship.

Other health and social services specific evidence of teaching effectiveness may include but is not limited to the following: effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students; professional responsibility and judgment in the supervision of students and in collaboration with other professionals; demonstration of current professional competence such as licensure, certification, and/or documentation of ongoing professional development; demonstration of effective pedagogical assessment procedures such as tests, clearly delineated grading practices, practice evaluations, etc.; professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.; and effective utilization of technology and distance learning within the classroom, including the virtual classroom.

Demonstrated evidence of teaching effectiveness must include continued improvement or sustained achievement of excellence. Sustained achievement is defined as persistent effort over time. Therefore, teaching effectiveness must be demonstrated to be consistent if not improving over the period under review.

A rubric is provided and should be used as a guide in delineating indicators of teaching performance for *Traditional Track* faculty. The *Rubric for Faculty Teaching Effectiveness* is found in Appendix C.

Promotion to Associate Professor

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to associate professor. This includes demonstrated evidence of continued improvement or sustained achievement with teaching

effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness* (Appendix C), there should be evidence that teaching is overall baseline, skilled or distinguished.

Tenure

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for tenure. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness* (Appendix C), there should be evidence that teaching is overall baseline, skilled or distinguished.

Promotion to Professor

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to professor. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness* (Appendix C), there should be evidence that teaching is overall excellent and of high quality. Senior faculty are expected to provide leadership in curriculum development and mentoring. Therefore, there is an additional measure included in the teaching effectiveness rubric.

Research/Creative Activities

All tenure track and tenured faculty need to demonstrate continuing evidence of research/creative activities related to the scholarship of discovery, integration, application, engagement, teaching, and artistic endeavor. The peer-reviewed scholarship of discovery and integration encompasses scholarly activities, which contribute to the collection of human knowledge and to the intellectual climate of the university. In health and social services, there are many types of empirical research involving the use of quantitative and/or qualitative techniques that fall within the scholarship of discovery. The scholarship of discovery may include but is not limited to original work, critical analyses, reviews, and extensions of scientific works of others. Examples include interdisciplinary works, such as those that use economic, health, psychological/ sociological analyses, reviews, and essays that probe the merits of another's work from a particular viewpoint, such as religious, political, gender, or culturally based perspectives. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner, drawing together isolated factors, or placing known information into broader contexts. It synthesizes, interprets, and connects the findings in a way that brings new meaning to these facts.

The scholarship of application encompasses scholarly activities, which seek to relate knowledge in his/her field to the affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as using social problems as the agenda for the scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to health and human service problems. Examples of the scholarship of application include but are not limited to the dissemination of the following types of products: 1) papers that are published as peer-reviewed articles; 2) scholarly books; 3) chapters that appear in scholarly books; 4) scientific inventions and creations; 5) patents or copyrights; 6) technical reports and 7) grants and contracts.

The scholarship of teaching encompasses scholarly activities, which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information on the learning process. Examples of scholarship of teaching include the development and evaluation of innovative teaching methodologies and technologies that advance the knowledge in one's discipline via dissemination through peer-reviewed articles in publications and presentations at peer-reviewed conferences.

The scholarship of artistic endeavor encompasses scholarly activities, which are directly related to the creative process. Examples include the creation of new techniques, equipment, technologies, materials, and methods to advance the art and science of one's discipline. These endeavors would ideally translate to papers in peer-reviewed publications and extramural grants and contracts.

The following is an outline of typical scholarship activities/processes in health and social services:

- Research can be both qualitative and quantitative. It is often theoretically driven and follows a specific research question(s) or explores new paradigms through mega data analyses such as data mining.
- Quantitative research is analytical in nature. It includes, but is not limited to, experimental and quasi-experimental studies, correlational studies, cross-sectional surveys, cohort studies, case-control studies, case series, meta-analyses, program evaluations, laboratory research and the development of scientific instrumentation.
- Qualitative research is observational in nature. It includes scientific techniques that must serve a research purpose; be planned and recorded systematically and be subjected to checks and controls on validity and reliability. Examples of qualitative research include observation of unique events, open-ended interviewing, focus groups, and participant observation. These often produce data such as descriptive analysis, field notes, official statistics, personal documents, photographs, creative works of design, and study participant's own words.
- Much of the aforementioned scholarly activity could require grants written for financial support. Such funding sources could be internal and/or external to the university. Internal funding could be pursued at the university level. External funding could be obtained via national governmental agencies (e.g., National Institutes of Health, National Science Foundation, etc.), state/local agencies and/ or non-governmental organizations such as private foundations, private corporations, etc.

The following are recognized outlets for scholarship in health and social services:

- Publications in peer-reviewed scientific journals in the respective research or related discipline(s).
- Peer-reviewed presentations disseminated at international, national, regional, and state conferences.
- Scholarly book or textbook and/or a chapter published in a scholarly book or textbook. (Note: Scholarly sources [also referred to as academic, peer-reviewed, or refereed sources] are written by experts in a particular field and serve to keep others interested in that field up to date on the most recent research and findings.)
- Development of a workshop based on qualitative and/or quantitative research at local, state, regional and national level.
- Grant applications, contracts for research activities, and grant and contract reports provided to funders.
- Assisting local, state, regional, and national agencies by conducting program evaluation.
- Honors Theses completed by students under faculty mentorship.
- Research work that includes student researchers.
- Development of technical reports.
- Current ongoing research and other creative activity accepted but not yet resulting in publication, display, or presentations.

A rubric is provided and should be used as a guide in delineating indicators of performance in research and creative activity for *Traditional Track* faculty. *The Rubric for Faculty Research and Creative Activity: Tenure and Promotion to Associate Professor* is found in Appendix D and the *Rubric for Faculty Research and Creative Activity: Promotion to Professor* is found in Appendix E.

Promotion to Associate Professor

Demonstration of excellence in one's ability to contribute to discipline-specific scholarship is required for promotion to associate professor. This includes demonstrated evidence of continued improvement or sustained achievement in research and creative activities. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *SHSS Rubric for Faculty Research and Creative Activity: Tenure and Promotion to Associate Professor* (Appendix D), there should be evidence that research is overall baseline, skilled, or distinguished.

Tenure

Demonstration of excellence in one's ability to contribute to discipline-specific scholarship is required for tenure. This includes demonstrated evidence of continued improvement or sustained achievement in research and creative activities. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *SHSS Rubric for Faculty Research and Creative Activity: Tenure and Promotion to Associate Professor* (Appendix D), there should be evidence that research is overall baseline, skilled, or distinguished.

Promotion to Professor

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to professor. While faculty are expected to have no performance at the baseline level for the categories defined in the *SHSS Rubric for Faculty Research and Creative Activity: Promotion to Professor* (Appendix E). There should be evidence that research and creative activity is overall excellent and of high quality. The expectations for promotion to professor are cumulative from the time of appointment as Assistant Professor in SHSS. The progression to Professor should include work that indicates sustained record of performance and the development of expertise/specialization in at least one or two areas of scholarship. Expectations outlined are required since submission of materials in consideration of promotion to Associate Professor.

University/Public Service

All faculty are required to demonstrate continuing evidence of university and public service. This service is an essential component of the role of faculty in fulfilling the mission of SHSS and WKU. Each CHHS faculty is required to demonstrate evidence of participation in both university and public service.

University/College/Departmental/Program Service includes work that contributes to the effective operation and governance of a program, school, college, and the university. All faculty are expected to contribute to the academic community through committee service and participation in governance. Key involvement includes service on the following committees:

- University committees
- College committees
- School committees
- Departmental committees
- Program committees
- Advising/mentoring
- Workshop coordinator

Note: Faculty at the assistant professor rank are encouraged to not serve on the University Senate in their first two years of service at WKU. Service on the University Senate and a subsequent senate committee requires a significant time commitment. Other time intensive service activities include writing accreditation self-studies and leadership of university initiatives. It is wise for assistant professors to work with the school director when considering new service activities.

Additional examples of appropriate service contributions may include, but are not limited to:

- ***Program***
 - Special assignments
 - Specific tasks and contributions to program accreditation activities
 - Mentoring/advising new faculty as course lead
 - Mentoring/advising program-level student groups
 - Direction of program-level internships, professional clubs and other organizations
 - Creation/maintenance of program advisory groups
 - Participation in program-level student recruitment activities
 - Development of program-level recruitment materials (print, websites, social media, etc.)

- Participation in program-level fund raising, public relations, and marketing of programs
- ***School (formerly Department)***
 - Special assignments
 - Specific Tasks and Contributions to program accreditation activities
 - Writing self-study or accreditation documents
 - Mentoring/advising new faculty
 - Direction of program-level professional clubs and other organizations
 - Creation/maintenance of advisory groups
 - Participation in department-level student recruitment activities
 - Mentoring/advising department-level student groups
 - Managing health and social services faculty orientations or training events
 - Development of development-level recruitment materials (print, websites, social media, etc.)
 - Participation in department-level fund raising, public relations, and marketing of department
 - Ongoing representation for at college/university meetings and/or committee assignments
- ***College***
 - Special assignments
 - Participation in college-level advisory groups
 - Participation in college-level student recruitment activities
 - Participation in college-level fund raising and public relations
 - Organizing colloquia and seminars
- ***University***
 - Special assignments from the School Director /Program Coordinator/Director/Dean/Provost/President
 - Specific tasks and contributions to university-level accreditation activities
 - University-level governance
 - University initiatives (For example, retention and recruitment and student engagement; school director or serve on such a committee)
 - University level program review
 - Organizing colloquia and seminars
 - Mentoring/advising university-level student organizations

Public Service includes participation in local, regional, national, or international community activities directly related to the faculty member's profession. If a payment/stipend is received for serving in a position/role, it cannot be considered as public service.

Key involvement in public service includes participation in positions/roles such as the following:

- Officer
- Board Member
- Professional committee chairperson
- Professional committee member
- Editors/Managing Editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (peer-review for journal articles, chapters, etc.)

Additional examples of appropriate public service contributions may include, but are not limited to:

- Expert assignment or appointment to policy or advisory committees.
- Organizers/directors of seminars, workshops and/or other scientific or pedagogical or clinical conferences external to WKU.
- Local, state and/or national governmental and advisory boards, agencies, commissions that are related to the faculty member's discipline.
- Business and industry or private citizens as technical expert or member of policy advisory committees (unpaid; one shall not count paid consulting for service because that is done above and beyond the academic contract).
- Work with schools through contact with teachers, administrators, students; through participation in science fairs, college day volunteer-based programs, lectures, performance, in-service programs; through advising on curricular matters, and pedagogy.
- Participation in local, state, regional, national, or international community activities directly related to the faculty member's profession/discipline, such as presentations, news media interviews, and professional advice to nonprofit agencies.
- Accreditation team service.
- Provision of clinical services (as long as it is not done outside of contract – for instance, if you are being paid to do it outside of workload, it is not counted as service)
- Participation in meetings, symposia, conferences, workshops; in radio and/or television by developing and presenting materials for public awareness.
- Technical assistance (unpaid) including grant proposals and grant awards for an organization or community.
- Writing questions for licensure or certification exams.

A rubric is provided and should be used as a guide in delineating indicators of performance in service activity for *Traditional Track* faculty. *Rubric for Faculty Service Activity: Tenure and Promotion to Associate Professor* is found in Appendix F and the *Rubric for Service Activity: Promotion to Professor* is found in Appendix G.

Promotion to Associate Professor

Faculty are required to demonstrate involvement in public service. A tangible record of excellent performance demonstrating increased involvement in department, school, college, university and public service is required for promotion to associate professor. A leadership position towards the end of the time for submission of portfolio for the Associate Professor rank is encouraged.

Tenure

Faculty are required to demonstrate involvement in public service. A tangible record of excellent performance demonstrating increased involvement in department, college, university and public service is required for tenure. A leadership position towards the end of the time for submission of portfolio for tenure is encouraged.

Promotion to Professor

A tangible record of exceptional and high-quality performance demonstrating distinction, significant contribution, and sustained effectiveness in his/her field. Leadership position(s) and evidence of mentoring faculty is/are highly recommended.

A defining characteristic of university service for promotion to Professor rank is the transition to active *leadership* roles within service activities and to active services roles *beyond the local area* (regionally, nationally, and/or internationally). In those specialty areas where public service may not be as vitally relevant/ available, a greater involvement/ leadership role(s) in service within the university is required.

Pedagogical Track Faculty

Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The [*WKU Faculty Handbook*](#) has a list of examples of teaching effectiveness.

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

- Peer assessment provides information to a faculty member to improve and evaluate his/her teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning.

Peer assessment needs to be systematic and evaluative. At least one peer assessment should be completed annually. The assessment should be conducted by a tenured faculty either within or outside their respective department/school. As needed, SHSS may provide training sessions/workshops to tenured faculty who may serve as peer assessors. The *Peer Evaluation of Teaching in School of Health and Social Services* (See Appendix B: modified from *Social Work Departmental Evaluation Tool*) will be utilized during peer assessment sessions to provide a consistent measure.

- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback such as mid-term surveys deployed by professors. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards.

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation including new course development and/or significant

revision; student written comment or other feedback; contributions to other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships, and/or involvement with and mentoring student research or creative projects) and professional development to improve teaching skills. A textbook authored by faculty is an important contribution to instruction and is a significant teaching tool. Thus, a textbook can be considered to be an important indicator for teaching effectiveness and will be considered as scholarship.

Other health and social services specific evidence of teaching effectiveness may include but is not limited to the following: effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students; professional responsibility and judgment in the supervision of students and in collaboration with other professionals; demonstration of current professional competence such as licensure, certification, and/or documentation of ongoing professional development; demonstration of effective pedagogical assessment procedures such as tests, clearly delineated grading practices, practice evaluations, etc.; professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.; and effective utilization of technology and distance learning within the classroom, including the virtual classroom.

Demonstrated evidence of teaching effectiveness must include continued improvement or sustained achievement of excellence. Sustained achievement is defined as persistent effort over time. Therefore, teaching effectiveness must be demonstrated to be consistent if not improving over the period under review.

A rubric is provided and should be used as a guide in delineating indicators of teaching performance for *Traditional Track* faculty. The *Rubric for Faculty Teaching Effectiveness* is found in Appendix C.

Promotion to Associate Professor

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to associate professor. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness* (Appendix C), there should be evidence that teaching is overall baseline, skilled or distinguished.

Tenure

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for tenure. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness* (Appendix C), there should be evidence that teaching is overall baseline, skilled or distinguished.

Promotion to Professor

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to professor. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness* (Appendix C), there should be evidence that teaching is overall excellent and of high quality. Senior faculty are expected to provide leadership in curriculum development and mentoring. Therefore, there is an additional measure included in the teaching effectiveness rubric.

Optional Pedagogical Activities

Pedagogical faculty are encouraged to contribute to the understanding and practice of teaching and contributions in publications, presentations, and other forms of presentation. Contributing to the understanding and practice of teaching encompasses a broad range of activities that are directly related to pedagogical practices. Focused on the improvement of the learning process, all aspects of teaching may be the subject of these contributions, including student advisement, classroom activities, assessment practices, use of technology, and many more areas. Specific examples of contributions to the understanding and practice of teaching include the development of a new advising methodology which increases student retention, creation of an assessment tool to measure student knowledge in an innovative way and exploring the use of cutting-edge technology in the classroom or field setting.

The scholarship of teaching encompasses scholarly activities, which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information on the learning process. Examples of scholarship of teaching include the development and evaluation of innovative teaching methodologies and technologies that advance the knowledge in one's discipline via dissemination through peer-reviewed articles in publications and presentations at peer-reviewed conferences. While peer-reviewed products are not required for tenure or promotion purposes for pedagogical faculty, they are not prohibited and may be an outcome of your research activities.

Contributions could include, but are not limited to the following:

- Development of a workshop delivered at local, state, regional, and national levels.
- Development of curricular guides, workbooks, or health and social services practice manuals.
- Creative activities such as the development of curricular guides, workbooks, or health and social services practice manuals, as well as other activities related to pedagogy.
- Publications in teaching and related journals.
- Presentations disseminated at international, national, regional, and state conferences.
- Book or textbook and/or a chapter published in a book or textbook.

University/Public Service

All faculty are required to demonstrate continuing evidence of university and public service. This service is an essential component of the role of faculty in fulfilling the mission of the School of Health and Social Services and WKU. Each CHHS faculty is required to demonstrate evidence of participation in both university and public service.

University/College/Departmental/Program Service includes work that contributes to the effective operation and governance of a program, department, college, and the university. All faculty are expected to contribute to the academic community through committee service and participation in governance. Key involvement includes service on the following committees:

- University committees
- College committees
- Departmental committees
- Program committees

Note: Faculty at the assistant professor rank are encouraged to not serve on the University Senate in their first three years of service at WKU. Service on the University Senate and a subsequent senate committee requires a significant time commitment. Other time intensive service activities include writing accreditation self-studies and leadership of university initiatives. It is wise for assistant professors to work with the school director when considering new service activities.

Additional examples of appropriate service contributions may include, but are not limited to:

- **Program**
 - Special assignments
 - Specific tasks and contributions to program accreditation activities
 - Mentoring/advising new faculty as course lead
 - Mentoring/advising program-level student groups
 - Direction of program-level internships, professional clubs and other organizations
 - Creation/maintenance of program advisory groups
 - Participation in program-level student recruitment activities
 - Development of program-level recruitment materials (print, websites, social media, etc.)
 - Participation in program-level fund raising, public relations, and marketing of programs

- ***Department***
 - Special assignments
 - Specific Tasks and Contributions to program accreditation activities
 - Direction of program-level professional clubs and other organizations
 - Creation/maintenance of departmental advisory groups
 - Participation in department-level student recruitment activities
 - Mentoring/advising department-level student groups
 - Managing SHSS faculty orientations or training events
 - Development of development-level recruitment materials (print, websites, social media, etc.)
 - Participation in department-level fund raising, public relations, and marketing of department
 - Ongoing representation for department at college/university meetings and/or committee assignments

- ***College***
 - Special assignments
 - Participation in college-level advisory groups
 - Participation in college-level student recruitment activities
 - Participation in college-level fund raising and public relations
 - Organizing colloquia and seminars

- ***University***
 - Special assignments from the School Director /Program Director/Dean/Provost/President
 - Specific tasks and contributions to university-level accreditation activities
 - University-level governance
 - University initiatives (For example, retention and recruitment and student engagement; chair or serve on such a committee)
 - University level program review
 - Organizing colloquia and seminars
 - Mentoring/advising university-level student organizations

Public Service includes participation in local, regional, national, or international community activities directly related to the faculty member's profession. If a payment/stipend is received for serving in a position/role, it cannot be considered as public service.

Key involvement in public service includes participation in positions/roles such as the following:

- Officer
- Board Member
- Professional committee chairperson
- Professional committee member
- Editors/Managing Editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (peer-review for journal articles, chapters, etc.)

Additional examples of appropriate public service contributions may include, but are not limited to:

- Expert assignments or appointments to a policy advisory committee.
- Organizers/directors of seminars, workshops and/or other scientific or pedagogical or clinical conferences external to WKU.
- Local, state and/or national governmental and advisory boards, agencies, commissions that are related to the faculty member's discipline.
- Business and industry or private citizens as technical expert or member of policy advisory committees (unpaid; one shall not count paid consulting for service because that is done above and beyond the academic contract).
- Work with schools through contact with teachers, administrators, students; through participation in science fairs, college day volunteer-based programs, lectures, performance, in-service programs; through advising on curricular matters, and pedagogy.
- Participation in local, state, regional, national, or international community activities directly related to the faculty member's profession/discipline, such as presentations, news media interviews, and professional advice to nonprofit agencies.
- Accreditation team service.
- Provision of clinical services (as long as it is not done outside of contract – for instance, if you are being paid to do it outside of workload, it is not counted as service)
- Participation in meetings, symposia, conferences, workshops; in radio and/or television by developing and presenting materials for public awareness.
- Technical assistance (unpaid) including grant proposals and grant awards for an organization or community.
- Writing questions for licensure or certification exams.

A rubric is provided and should be used as a guide in delineating indicators of performance in service activity for *Pedagogical Track* faculty. *Rubric for Faculty Service Activity: Tenure and Promotion to Associate Professor* is found in Appendix F and the *Rubric for Service Activity: Promotion to Professor* is found in Appendix G.

Promotion to Pedagogical Associate Professor

A tangible record of excellent performance demonstrating increased involvement in department, college, university and public services is required for promotion to associate professor. A leadership position towards the end of the time for submission of portfolio for the Associate Professor rank is encouraged. Faculty are encouraged to demonstrate involvement in public service. Rubrics are provided to determine a numeric score and will be used in delineating indicators of service for *Pedagogical Track* faculty.

Promotion to Pedagogical Professor

A tangible record of exceptional and high-quality performance demonstrating distinction, significant contribution, and sustained effectiveness in his/her field. Leadership position(s) and evidence of mentoring faculty is/are highly recommended.

A defining characteristic of university service for promotion to Professor rank is the transition to active *leadership* roles within service activities and the transition to active services roles *beyond the local area* (regionally, nationally, and/or internationally). In those disciplines where public service may not be as vitally relevant/ available, a greater involvement/ leadership role(s) in service within the university is required.

Instructor Faculty: Instructor Promotion Process

Purpose

By basing promotions on time, experience, and consistent performance as documented through annual evaluations and student feedback, the process promotes:

- **Equitability:** Ensures fairness across faculty ranks and departments.
- **Efficiency:** Reduces redundant administrative work for instructors and reviewers.
- **Evidence-Based Processes:** Relies on verified institutional data rather than self-compiled portfolios.

This process affirms the university's commitment to valuing sustained teaching excellence, professional conduct, and collegiality—core elements of the instructor role—without imposing unnecessary barriers to advancement.

Criteria for Promotion

Instructor I → Instructor II

- **Academic Qualifications:** Master's degree or baccalaureate degree with additional professional qualifications per Academic Affairs Policy 1.111V.
- **Experience:** Minimum of six years of service at the rank of Instructor I or equivalent.
- **Performance Evidence:**
 - Consistently strong annual evaluations demonstrating teaching effectiveness, engagement, and professionalism.
 - Favorable student feedback reflecting high-quality instruction.
 - Documented service and participation in departmental and college initiatives.
 - Demonstrated collegiality and professional conduct as outlined below.

Instructor II → Senior Instructor

- **Academic Qualifications:** Master's degree or baccalaureate degree with additional professional qualifications per Academic Affairs Policy 1.111V.
- **Experience:** Minimum of eight years at Instructor II (or six years with a terminal degree).
- **Performance Evidence:**
 - Documented record of superior teaching effectiveness through annual evaluations and student feedback.
 - Sustained engagement in university and community service.

- Contributions to departmental goals, mentoring, and leadership roles.
- Demonstrated professionalism and collegiality as evidenced in evaluations.

Evaluation of Collegiality and Professional Conduct

Professional Conduct and Collegiality will be demonstrated through:

- Cooperative and respectful relationships with faculty, staff, and students.
- Constructive participation in departmental, college, and university initiatives.
- Mentorship and sharing of knowledge and resources.
- Timely and reliable completion of assigned responsibilities.
- Willingness to serve on committees, assist with recruitment events, and assume leadership roles when needed.
- Engagement in student advisement, retention, and mentoring.
- Commitment to teaching courses and fulfilling duties as scheduled by the department/unit.

These indicators will be consistently reviewed and documented through annual faculty evaluations.

Process of Promotion

- A faculty member will request to go up for promotion by notifying the School Director that the minimum qualifications have been met. Failure to notify the School Director prior to the deadline given will result in the faculty member needing to wait until the next promotion period.
- The School Director will prepare a concise Promotion Summary Report based on cumulative annual evaluations once a faculty member requests to go up for promotion.
- Annual evaluations and student feedback summaries will serve as the primary documentation for determining promotion eligibility.
- Faculty members will not be required to submit additional documentation beyond what is already reviewed annually.

Document Approval

Faculty approved this document at the department meeting on XXXXX. The vote was unanimous with X of X full-time faculty approval.

Appendix A: School of Health and Social Services Electronic Portfolio Table of Contents

Summary Accomplishments (this period's activities)

Cover Letter (highlights and purpose of portfolio)

Letter of Appointment

Curriculum Vitae

Teaching

Philosophy

SITE Evaluations (include all with comments)

Faculty Teaching Peer Observations (include all)

Development of New Instructional Procedures, Courses, or Content

Goals for Next Academic Period

Research/Creative Activity/Scholarship (if required by appointment)

Philosophy

Publications & Presentations

Research Funding (fellowships, internal & external grants, private awards)

Goals for Next Academic Period

Service

Philosophy

Goals for Next Academic Period

Continuance Recommendation Memorandums (include all)

Appendix B: Peer Evaluation of Teaching
School of Health and Social Services

**Peer Evaluation of Teaching
School of Health and Social Services**

Faculty Member Observed:

Course Observed:

Faculty Observer:

Date(s) of Observation:

Date Evaluation Provided to Faculty:

Characteristics of Course Observed:

☐

In-person classroom observation

☐

Online course - observed asynchronous content

☐

Online course - observed synchronous components

☐

Other:

Characteristics of Pre-Observation Actions:

☐

Observer was informed of how the course fits into the curricular sequence or degree plan.

☐

Observer and faculty member discussed the course/session objectives and/or content.

☐

Observer reviewed course syllabus prior to observation (in-person class).

☐

Other:

After observing the class, the observer provides feedback through a debriefing session.

Date of Debriefing Session:

Comments Related to Debriefing Session:

During the course observation, the observer will: 1) rate the faculty member in the five areas identified in this document and defined below, and 2) provide written comments related to the ranking in each area. For areas that were not observable, the observer will indicate as such and provide comments as to the reason an area was not able to be evaluated.

*Based on university guidelines, each college will use a four-point scale (with N/A as an option based on terms of appointment letter) with these broad labels/definitions to evaluate teaching, scholarly/creative activity, and service: **Distinguished** (indicates a truly exceptional level of performance); **Skilled** (indicates a level of strong performance); **Baseline** (indicates a level of meeting minimum expectations); **Unsatisfactory** (indicates a level of not meeting minimum expectations)*

1. Knowledge of Subject Matter

☐ **Unsatisfactory**
☐ **Baseline**
☐ **Skilled**
☐ **Distinguished**
☐ **Not Evaluated**

Observer Considerations: Extent to which the faculty member demonstrates knowledge of subject matter, extent to which faculty member demonstrates to students a level of subject matter expertise, instructor uses examples from research and practice to assert knowledge of material.

Observer's Comments Related to Knowledge of Subject:

2. Instructional Methods

☐ **Unsatisfactory**
☐ **Baseline**
☐ **Skilled**
☐ **Distinguished**
☐ **Not Evaluated**

Observer Considerations: **Classroom environment** (instructor is engaging, instructor displays interest in teaching, instructor creates an environment that is comfortable and motivating to student learning); **Communication** (instructor's ability to respond to student questions, instructor clearly articulates material in ways supportive of student learning); **Organization** (presentation of material has a logical progression, material presented is tied to objectives), **Teaching methods** (instructor uses methods to engage critical thinking among students, appropriately connects material to student knowledge and skills, uses diversity of methods to engage different learning styles, connects material to contemporary issues in the field)

Observer's Comments Related to Instructional Methods:

3. Course Materials

☐

Unsatisfactory

☐

Baseline

☐

Skilled

☐

Distinguished

☐

Not Evaluated

Observer Considerations: *Syllabus* (syllabus is well organized, follows WKU guidelines, describes learning outcomes, describes means of student evaluation); *Lecture/Learning Materials* (materials used to deliver lectures and other forms of learning are well organized); *Assignments* (assignments are understandable, contain clear instructions), *Other materials* (instructor uses a diversity of materials to support student learning, materials available in Blackboard are accessible and aligned with other course content)

Observer's Comments Related to Instructional Methods:

4. Student Engagement and Interaction

☐

Unsatisfactory

☐

Baseline

☐

Skilled

☐

Distinguished

☐

Not Evaluated

Observer Considerations: *Instructor engages with students in respectful manner, instructor balances guidance and the promotion of student independence, instructor is approachable, instructor is flexible and adaptive to individual student needs, instructor creates an environment that encourages student interaction and engagement with course content.*

Observer's Comments Related to Student Engagement and Interaction:

5. Assessment of Student Learning and Feedback

☐

Unsatisfactory

☐

Baseline

☐

Skilled

☐

Distinguished

☐

Not Evaluated

***Observer Considerations: Assessment Methods** (Instructor clearly communicates methods and standards for assessment of student learning outcomes, assignments and exams align with course objectives or competencies being assessed), **Student Feedback** (instructor effectively responds to students' learning progress and adjusts accordingly, instructor provides appropriate and timely feedback to students, feedback to students is constructive and respectful).*

Observer's Comments Related to Assessment of Student Learning and Feedback

Additional Areas of Evaluation (Optional)

Based on the nature of the course, delivery method, or other matters related to the course, the observer may have additional observations that are in addition to the five primary areas of evaluation.

Observer's Overall Reflections and Recommendations

Appendix C: The School of Health and Social Services Rubric for Teaching Effectiveness

This rubric will be used by the tenure and promotion committees as a guide in delineating indicators of teaching performance. The table below lists specific components of effective teaching, followed by a rubric where "unsatisfactory" indicates a level of not meeting minimum expectations, "baseline" indicates a level of meeting minimum expectations, "skilled" indicates a level of strong performance and "distinguished" indicates a truly exceptional level of performance.

Component	Unsatisfactory	Baseline	Skilled	Distinguished
Course Design and Organization	Courses lack clear structure; learning outcomes and assessments are poorly aligned or missing.	Courses demonstrate a basic structure with partial alignment between learning outcomes and assessments, meeting the minimum level of expectations.	Well-organized courses with clear alignment between learning outcomes, content, and assessments.	Exemplary courses design; regularly updated and aligned with best practices and student needs.
Use of Student Feedback (SITE and Comments)	Does not consider or respond to student feedback.	Acknowledges student feedback and makes adjustments to meet the minimum level of expectations.	Uses feedback to make thoughtful and effective improvements to teaching.	Proactively seeks and integrates feedback; demonstrates sustained improvement and responsiveness.
Peer Evaluation(s)	The majority of items on the Peer Evaluation of Teaching in SHSS were ranked as unsatisfactory.	The majority of items on Peer Evaluation of Teaching in SHSS were ranked as baseline.	The majority of items on Peer Evaluation of Teaching in SHSS were ranked as skilled.	The majority of items on Peer Evaluation of Teaching in SHSS were ranked as distinguished.
Development of Instructional Materials	Relies solely on textbooks or outdated materials; lacks engagement.	Uses supplemental materials with limited effort to enhance learning, meeting the minimum level of expectations.	Develops and integrates diverse, relevant instructional materials.	Creates innovative and original materials that significantly enhance student learning.
Additional Criteria for Promotion to Full Professor	Does not meet expectations in teaching effectiveness, innovation, or mentoring.	Demonstrates acceptable performance in teaching effectiveness, innovation, or mentoring, meeting a minimum level of expectations.	Demonstrates sustained teaching effectiveness, innovation, and occasional mentoring.	Exemplifies sustained excellence in teaching; leads in innovation and actively mentors peers.

Appendix D: The School of Health and Social Services Rubric for Faculty Research and Creative Activity: Tenure and Promotion to Associate Professor

This rubric will be used by the tenure and promotion committees as a guide in delineating indicators of performance in research and creative activity. The table below lists specific components of effective research and creative activity, followed by a rubric where "unsatisfactory" indicates a level of not meeting minimum expectations, "baseline" indicates a level of meeting minimum expectations, "skilled" indicates a level of strong performance and "distinguished" indicates a truly exceptional level of performance.

Component	Unsatisfactory	Baseline	Skilled	Distinguished
Publications	2 or fewer peer-reviewed or scholarly publications* since appointment at WKU.	3 peer-reviewed or scholarly publications* since appointment at WKU.	4 or more peer-reviewed or scholarly publications* since appointment at WKU.	5 or more peer-reviewed or scholarly publications* since appointment at WKU.
Scholarly Presentations	2 or fewer peer-reviewed scholarly products.	3 peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings.	4 peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings.	5 or more peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings.
Grants/Contracts	No involvement with internal or external grants or contracts.	Submission of at least 1 internal or external grant/contract as PI, Co PI, or Key Personnel.	Acceptance of at least 1 internal or external grant/contract as PI, Co PI, or Key Personnel.	Acceptance of 2 or more internal or external grant/contract as PI, Co PI, or Key Personnel.

**Scholarly publications include but are not limited to journal articles, books, book chapters, curriculum guides, health and social services practice manuals, workbooks, grant/contract applications or reports, program evaluations, technical reports, honors theses (mentorship), or research work including student researchers.*

Note: Student authorship is encouraged. If a student is listed as first author and primary faculty mentor as second/ senior author on a publication, the primary faculty mentor can consider this as first authorship for purposes of promotion and tenure.

Appendix E: The School of Health and Social Services Rubric for Faculty Research and Creative Activity: Promotion to Professor

This rubric will be used by the tenure and promotion committees as a guide in delineating indicators of performance in research and creative activity. The table below lists specific components of effective research and creative activity, followed by a rubric where "unsatisfactory" indicates a level of not meeting minimum expectations, "baseline" indicates a level of meeting minimum expectations, "skilled" indicates a level of strong performance and "distinguished" indicates a truly exceptional level of performance.

Component	Unsatisfactory	Baseline	Skilled	Distinguished
Publications	A minimum of 2 additional peer-reviewed publications or significant creative works (as recognized in health and social services)	A minimum of 3 additional peer-reviewed publications or significant creative works (as recognized in health and social services)	A minimum of 4 additional peer-reviewed publications or significant creative works (as recognized in health and social services)	A minimum of 5 additional peer-reviewed publications or significant creative works (as recognized in health and social services)
Scholarly Presentations	A minimum of 2 additional poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings presentations.	A minimum of 3 additional poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings presentations.	A minimum of 4 additional poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings presentations.	A minimum of 5 or more additional poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings presentations.
Grants/Contracts	No effort has been made to secure internal/external grants/contracts.	Evidence of acceptance of one internal/external grant/contract as PI/Co-PI or key personnel.	Evidence of acceptance of two internal/external grants/contracts as PI/Co-PI or key personnel.	Evidence of acceptance of three or more internal/external grant/contract as PI/Co-PI or key personnel.

Note: Student authorship is encouraged. If a student is listed as first author and primary faculty mentor as second/ senior author on a publication, the primary faculty mentor can consider this as first authorship for the purposes of promotion and tenure.

Appendix F: The School of Health and Social Services *Rubric for Faculty Service Activity: Tenure and Promotion to Associate Professor*

This rubric will be used by the tenure and promotion committees as a guide in delineating indicators of performance in service activities. The table below lists specific components of effective service, followed by a rubric where "unsatisfactory" indicates a level of not meeting minimum expectations, "baseline" indicates a level of meeting minimum expectations, "skilled" indicates a level of strong performance and "distinguished" indicates a truly exceptional level of performance.

Component	Unsatisfactory	Baseline	Skilled	Distinguished
Program & School Service	Demonstrates little to no contributions to service within the program and/or school.	Demonstrates a minimum level of engagement and contributions to committees, student success and student engagement activities, and other forms of service at the program and/or school level.	Demonstrates a consistent commitment to service via committee membership, student success and student engagement, and other forms of service within the program and/or school. Is recognized as a reliable and effective contributor to service initiatives that support the mission of the program and/or school.	Demonstrates sustained and meaningful engagement across multiple forms of service areas within the program and/or school. Is recognized for making leadership, unique, or expert-level contributions to service initiatives that support the mission of the program and/or school.
College & University Service	Demonstrates little to no contributions to service within the program and/or school.	Demonstrates a minimum level of engagement and contributions to committees and other forms of service at the college and/or university level.	Demonstrates a consistent commitment to service via committee membership and other forms of service within the program and/or school. Is recognized as a reliable and effective	Demonstrates sustained and meaningful engagement across multiple forms of service areas within the program and/or school. Is recognized for making leadership, unique, or expert-level contributions to service initiatives that

			contributor to service initiatives that support the mission of the college and/or university.	support the mission of the college and/or university.
Professional & Public Service	Demonstrates little to no contributions to professional and public service activities relevant to the discipline.	Demonstrates a minimum level of engagement and contributions to service within professional organizations and public initiatives.	Demonstrates a consistent level of engagement with, and contributions to, activities within organizations related to the profession and/or initiatives in the public sector. Is recognized as a reliable and effective representative of the program, school, college, or university.	Demonstrates sustained contributions to service within organizations related to the profession and those in the public sector. Has served in capacities that include leadership or expert-level contributions to service initiatives within professional and public initiatives in ways that advance the reputation of the program, school, college, or university.

Appendix G: The School of Health and Social Services *Rubric for Faculty Service Activity: Promotion to Professor*

This rubric will be used by the tenure and promotion committees as a guide in delineating indicators of performance in service activities. The table below lists specific components of effective service, followed by a rubric where "unsatisfactory" indicates a level of not meeting minimum expectations, "baseline" indicates a level of meeting minimum expectations, "skilled" indicates a level of strong performance and "distinguished" indicates a truly exceptional level of performance.

Component	Unsatisfactory = 1	Baseline = 2	Skilled = 3	Distinguished = 4
Program & School Service	Demonstrates no history of sustained and/or increased engagement in service activities over time.	Demonstrates a minimum history of progressively expanding contributions to committees, student success and student engagement activities, and other forms of service at the program and/or school level. Has only a minimum or no history of leadership contributions to service initiatives at the program or school level.	Demonstrates a history of progressively expanding contributions to committees, student success and student engagement activities, and other forms of service at the program and school levels. Has a history of serving in leadership roles for multiple service-related initiatives within the program and school.	Has a documented and sustained history of leading service initiatives across multiple and diverse forms of service at the level of the program and school. Is recognized for contributions that have led to significant and transformative outcomes related to the success of the school and its programs.
College & University Service	Demonstrates no history of sustained and/or increased engagement in service activities over time.	Demonstrates a minimum history of progressively expanding contributions to committees and other forms of service at the program and/or school level. Has only a minimum or no history of leadership contributions to service	Demonstrates a history of progressively expanding contributions to committees and other forms of service at the college and university levels. Has a history of leadership roles in service activities at the college or university level.	Has a documented and sustained history of making leadership-level contributions across multiple service initiatives at the college and university level. Is recognized as a service contributor in ways that have enhanced the school's reputation and that have expanded

		initiatives at the college or university level.		collaborations between the school, its programs, and other college and university entities.
Professional & Public Service	Demonstrates no history of sustained and/or increased engagement in service activities related to the discipline at the local, regional or national level over time.	Demonstrates a minimum history of progressively expanding contributions to the profession and public on a local, regional, or national level. Has minimum or no history of leadership contributions.	Demonstrates a history of active engagement with, and contributions to, service initiatives related to discipline at levels locally, regionally, and nationally. Has a history of leadership roles in professional societies and public sector initiatives.	Has a sustained history of regional and national leadership roles within organizations related to the discipline. Has been appointed or elected by colleagues to serve in high-level roles and is recognized regionally and nationally for contributions to the profession.

APPENDIX H: The School of Health and Social Services Annual Faculty Evaluation Rubric

Faculty Evaluation - Each faculty member in the traditional, pedagogical, clinical and instructor tracks is evaluated by the SHSS director on the bases of effectiveness as a teacher; research/creative activities (traditional track faculty only); University and public service; and professionalism according to the standards and guidelines established by WKU, each college, and department. (II.X. Faculty Evaluation, 31st Edition)

To evaluate teaching, research/creative activity, and service, WKU uses the following labels, defined more specifically by the colleges and department.

- Distinguished: indicates a truly exceptional level of performance
- Skilled: indicates a level of strong performance
- Baseline: indicates a level of meeting minimum expectations
- Unsatisfactory: indicates a level of not meeting minimum expectations

This document includes descriptors for effective teaching, scholarship/creative activity, service, and professionalism in the School of Health and Human Services (SHSS). These metrics, and the latest information about Annual Faculty Evaluations in CHHS, are available by clicking [here](#).

As part of the annual evaluation process, all faculty should be prepared to include an updated CV, negotiated workload percentage for the period under review, and SITE data, including student comments, for the period under review.

Teaching Effectiveness

This document includes descriptors for effective teaching as outlined by the SHSS in accordance with criteria identified by the College of Health and Human Services (CHHS). For teaching, SHSS faculty shall include SITE data, including student comments, into their assessments.

	Unsatisfactory	Satisfactory
Teaching Responsibilities	Does not meet minimum teaching responsibilities as outlined in the faculty workload form.	Meets minimum teaching responsibilities as outlined in the faculty workload form.

Negotiated Workload (%)	Unsatisfactory	Baseline	Skilled	Distinguished
Commitment toward Teaching Mission	Demonstrates little to no contributions to the teaching mission of the program and/or school.	Demonstrates a minimum level of contributions and engagement to curricular and teaching activities.	Demonstrates a consistent commitment to the teaching mission of the school via curricular and teaching-related activities. Is recognized as a reliable and effective contributor to teaching initiatives that support the teaching mission of the program and/or school.	Demonstrates a sustained and meaningful level of engagement with the teaching mission of the program and/or school. Is recognized for leadership, unique, or expert-level contributions to initiatives that support the teaching mission of the program and/or school.
Course Design and Organization	Courses lack clear structure; learning outcomes and assessments are poorly aligned or missing.	Courses demonstrate a basic structure with partial alignment between learning outcomes and assessments, meeting	Well-organized courses with clear alignment between learning outcomes, content, and assessments.	Exemplary courses design; regularly updated and aligned with best practices and student needs.

		the minimum level of expectations.		
Use of Student Feedback (SITE and Comments)	Does not consider or respond to student feedback.	Acknowledges student feedback and makes adjustments to meet the minimum level of expectations.	Uses feedback to make thoughtful and effective improvements to teaching.	Proactively seeks and integrates feedback; demonstrates sustained improvement and responsiveness.
Peer Evaluation(s)*	The majority of items on the Peer Evaluation of Teaching in SHSS were ranked as unsatisfactory.	The majority of items on Peer Evaluation of Teaching in SHSS were ranked as baseline.	The majority of items on Peer Evaluation of Teaching in SHSS were ranked as skilled.	The majority of items on Peer Evaluation of Teaching in SHSS were ranked as distinguished.
Development of Instructional Materials and Methods	Relies solely on textbooks or outdated materials; lacks engagement. Takes part in no professional development and/or grant activities related to teaching.	Uses supplemental materials with limited effort to enhance learning, meeting the minimum level of expectations. Takes part in minimum or required professional development and/or grant activities related to teaching.	Develops and integrates diverse, relevant instructional materials. Regularly takes part in professional development and/or grant activities related to teaching.	Creates innovative and original materials that significantly enhance student learning. Actively engages in extensive professional development and pursuing grant opportunities that meaningfully enhance teaching effectiveness and innovation.
Mentorship and Advising	Faculty member rarely provides mentorship and/or guidance to students through regular advising or other student interaction.	Faculty member provides mentorship and/or guidance to students through regular advising or other student interaction.	Faculty member frequently provides extraordinary mentorship and guidance to students through regular advising.	Faculty member consistently provides extraordinary mentorship and guidance to students through regular advising.

*Tenured faculty are not required to be assessed via peer evaluation