Western Kentucky University
School of Kinesiology, Recreation & Sport
Tenure and Promotion Policies

Introduction

The continuing quality and success of the School of Kinesiology, Recreation & Sport (KRS) depends on the recruitment and retention of highly qualified and motivated faculty. Once tenure-track/tenured faculty members and instructors have been recruited, it is vital the school supports and monitors their progress toward tenure and/or promotion. The School's Director, Program Coordinators (when applicable), and tenured faculty members should be actively involved in monitoring progress and providing ongoing feedback.

The School of KRS is dedicated to teaching, research, and service. This necessitates incorporating appropriate strategies to properly balance teaching, research, and service. Establishing clear tenure and promotion expectations is one strategy to help faculty select professional activities most likely to lead to successful application for tenure and/or promotion. This document provides greater clarity of faculty performance expectations for tenure and/or promotion within this school.

University & College Evaluation, Continuance, Tenure, and Promotion Policies

The School of KRS faculty is subject to the policies of WKU and the College of Health and Human Services. These policies are documented, and regularly updated, in the *WKU Faculty Handbook* and the *College of Health and Human Services Faculty Handbook*; both are available online. The School of KRS Tenure and Promotion document does not include process details on the following items to avoid unnecessary duplication and the possibility of presenting out-of-date information.

These two handbooks contain critical information related to the tenure and promotion process such as:
      a) criteria for individual ranks (academic qualifications, experience, and achievement);
      b) criteria for promotion recommendations;
      c) procedures for promotion recommendations;
      d) promotion recommendation deadlines;
      e) tenure appointment policy;
      f) non-reappointment or negative tenure recommendations.

Additionally, they outline procedures for:
      a) annual evaluations;
      b) continuance;
      c) mid-tenure review.

KRS faculty are strongly advised to carefully study these two documents in addition to the KRS Tenure and Promotion document to help ensure compliance with these policies.

KRS Criteria for Tenure and Promotion to Associate Professor (traditional line)

The school faculty expectations included in this document for the areas of teaching, research, and service include two primary types of criteria presented in a series of three tables. Both criteria types are

part of the overall assessment of the School of KRS faculty. Quantitative and qualitative criteria are included per the *WKU Faculty Handbook*.

The first type (Criteria Type 1) is more prescriptive and contains specific activities and/or target levels of performance each faculty ideally should achieve in order to receive positive recommendations from the tenure committee and/or rank and promotion committee and the School Director. These are core activities the school values for each faculty.

The second type of criteria (Criteria Type 2) provides faculty additional opportunities to further demonstrate their level of performance in teaching, research, and service.

School of KRS tenure-track faculty will submit their materials, per WKU guidelines, each year for review by the KRS tenured faculty. These materials will be used for tenure-track faculty annual evaluations, annual continuance, mid-tenure review, and the tenure and promotion review. The School of KRS has worked meticulously over the years to construct and revise guidelines that consider appropriately the different disciplines within KRS. As part of these review processes, the committee also considers a faculty member's professionalism, consistency of effort/productivity over time, and the likelihood of sustained effort / productivity beyond tenure / promotion.

TEACHING

Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility, and enthusiasm.

Teaching effectiveness may include a review of evaluation feedback from students, School Director, peers in the school, and reviewers outside of the school. Additionally, faculty are expected to demonstrate their effectiveness in the areas of professional responsibilities and professional and teaching development.

The criteria for teaching are contained in three sections:

1. Teaching (Feedback) [Criteria Type 1]
2. Teaching (Professional Responsibilities) [Criteria Type 1 & 2]
3. Teaching (Professional & Teaching Development) [Criteria Type 1 & 2]

Progress toward Tenure – Teaching Evaluation

1. As part of the mid-tenure review process (see CHHS faculty handbook), the School Director will observe the classroom teaching of tenure-track faculty two years prior to application for tenure (normally in the third year) in order to further evaluate teaching effectiveness.
2. A designated faculty member (tenured or tenure-track) will share the responsibility of evaluating teaching effectiveness two years prior to application for tenure (normally in the third year).

RESEARCH/CREATIVE ACTIVITY

The scholarships of discovery and integration, respectively, represent the broad categories of basic and applied research. The scholarship of discovery comes closest to the traditional idea of "research," which generally focuses on original research. The scholarship of integration generally focuses on application of current and new techniques in the field. This often involves collaborative and multidisciplinary efforts giving meaning to original research findings. Peer review is highly valued in both types of scholarship.

The criteria for Research/Creative Activity are contained in four sections:

1. Research/Creative Activity (Publications) [Criteria Type 1]
2. Research/Creative Activity (Presentations) [Criteria Type 1]
3. Research/Creative Activity (Grants) [Criteria Type 1]
4. Research/Creative Activity (Other Contributions) [Criteria Type 2]

PUBLIC AND UNIVERSITY SERVICE

The scholarship of application includes service, but entails more than just serving on school, college, and university committees. The scholarship of application also involves the faculty member applying his/her expertise to needs at the national, regional, state, and local levels, as well as contributing to the state and/or local community.

The criteria for Public and University Service are contained in three sections:

1. Service (University) [Criteria Type 1]
2. Service (Public/Profession) [Criteria Type 1]
3. Service (Additional Contributions) [Criteria Type 2]

School of KRS Criteria for Promotion and Tenure to Pedagogical Associate Professor

Per Academic Affairs policy, the primary assignment of pedagogical faculty will be teaching and service; in recognition of this, pedagogical faculty members will normally have a teaching load higher than that of tenure eligible faculty members in their unit who carry responsibilities in both teaching and research (Policy 1.199V Pedagogical Track Faculty; Faculty handbook, 25th edition, p. 27).

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

Pedagogical Ranks: There are three ranks of pedagogical faculty, parallel to traditional faculty ranks.

Teaching Effectiveness

Pedagogical faculty promotion and tenure will be based on the same core criteria for traditional tenure-track faculty in the areas of teaching and service, but with additional expectations for teaching, including:

1. Demonstration of current professional competence, such as licensure, registration, certification, and/or documentation of professional development and continuing education requirements.
2. Demonstration of professional responsibility and judgment in the supervision of students (classroom management) and collaboration with other professionals.
3. Demonstration of significant teaching challenges and how they were addressed.
4. Practical application of knowledge/techniques gained from teacher development activities.

University/Professional/Public Service

The University/Professional/Public Service expectation for a Pedagogical Faculty member is consistent with that of a traditional, tenure-track line faculty member. Please review the criteria for University/Professional/Public Service for traditional faculty in the previous section of this document (also outlined in the Faculty Handbook, 25th ed., pg. 27).

School of KRS Promotion Policy for Instructors

Instructor ranks are designed for faculty in ongoing, non-tenure eligible faculty positions whose primary responsibility is teaching, but who may also have secondary responsibilities in service, as outlined in the Faculty Handbook, 25th ed., pg. 20. In some instances, a senior instructor may substitute an expectation of research or creativity for some service. Promotion will be based on previously established criteria for applicable areas in teaching and service as outlined in this document and the tables provided by the School of KRS. While instructors are not required to complete the "KRS Tenure and Promotion reporting tables" each year as part of their review, instructors seeking promotion must complete the reporting tables (teaching and service) as part of their application.

University policies and procedures related recommending promotion for Instructors are outlined in the WKU Faculty Handbook. Instructors are encouraged to review the most recent edition of the handbook for information regarding promotion and to pursue promotion as appropriate. The School of KRS adheres to the general WKU criteria for promotion of Instructors but includes some specific details at the school-level (please see information which follows). Listed below are the three levels of Instructor to which a person may be appointed or promoted:

- Instructor I
- Instructor II
- Senior Instructor

Teaching Effectiveness

Instructor faculty promotion will be based on the same core criteria for traditional tenure-track faculty in the areas of teaching and service, but with additional expectations for teaching, including:

1. Demonstration of current professional competence, such as licensure, registration, certification, and/or documentation of professional development and continuing education requirements.
2. Demonstration of professional responsibility and judgement in the supervision of students (classroom management) and collaboration with other professionals.

3. Demonstration of significant teaching challenges and how they were addressed.
4. Practical application of knowledge/techniques gained from teacher development activities.

University/Professional/Public Service

The University/Professional/Public Service expectation for an Instructor is consistent with that of a traditional faculty member. Please review the criteria for University/Professional/Public Service for traditional faculty in the previous section of this document (also outlined in the Faculty Handbook, 25th ed., pg. 27).

<u>School of KRS Criteria for Promotion to Professor/Pedagogical Professor</u>

Promotion to Professor is based on a "record of exceptional and high-quality performance" in the areas of teaching effectiveness, research/creative activity (*not applicable to Pedagogical*), and University/Public service. "Sustained achievement in the candidate's entire body of work is considered, but only as it is relevant to the individual's area of professional competence. Further, an emphasis is placed on contributions since the last set of successful promotion materials were submitted for consideration" (Faculty Handbook, 25th ed., pg. 24).

The faculty member should have made additional, substantial contributions beyond those used for promotion to Associate Professor. The post-promotion (*to Associate*) body of work will be examined alongside the pre-promotion body of work to discern the faculty member's career trajectory and to evaluate whether he or she will continue to contribute to the university and to his or her discipline at a level and of a quality commensurate with the rank of Professor.

The School of KRS recognizes and appreciates the additional level of flexibility afforded to tenured-faculty and the benefits it might bring to the school. This post-tenure flexibility may influence the proportion of time allocated toward research/creative activity and service and the kinds of activities pursued. However, this potential shift must not reduce the candidate's ability to demonstrate their record of performance as outlined in the faculty handbook (Faculty Handbook, 25th ed., pg. 27). *Please note the distinct clarification made re: Pedagogical teaching effectiveness*.

Teaching Effectiveness: a <u>sustained record</u> of <u>exceptional and high-quality performance</u> according to department/division standards. Per Policy 1.199V, a pedagogical professor is typically an individual who has had significant impact on the pedagogical activities of the university, and who has achieved a national or international reputation for such.

Research/Creative Activity: a <u>tangible record</u> of <u>exceptional and high-quality performance</u> as described in Section III.D.3.b.

University/Public Service: a <u>tangible record</u> of <u>exceptional and high-quality performance</u>.

Teaching quality may be assessed based on a number of factors, such as, but not limited to peer evaluations, School Director evaluations, external evaluations, demonstration of student outcomes and success, utilization of exemplary teaching methods, and quality of syllabi and class materials. Other evidence may include when appropriate: student evaluations, teaching awards and honors, and the

candidate's personal statement. As with other assessments, no single factor is determinative, and assessment involves a thoughtful weighing of multiple factors as appropriate to the case. They are expected to have progressed as teachers and mentors of students, which in many fields includes success in mentoring graduate students.

Candidates for Professor (as well as all tenured-faculty members) also have special responsibilities for mentoring junior faculty and for leadership in service and governance on the program, school, college, and university levels.

Candidates for Professor are encouraged to take advantage of the freedom afforded by tenure to pursue their scholarly interests whether they fall within or across traditional disciplinary boundaries. An associate professor may also have more opportunities for productive collaboration than a candidate for tenure, though it continues to be expected that the individual's contribution should be original and significant. Candidates should take care to consider that "Sustained achievement in the candidate's entire body of work is considered, but only as it is relevant to the individual's area of professional competence" (Faculty Handbook, 25th ed., pg. 24).

Exceptional and high-quality performance assumes that Research/Creative Activity outcomes should be published/presented in respected venues/publications.

The number of years required at the rank of Associate Professor before one is qualified to apply for promotion to Professor/Pedagogical Professor is subject to the requirements stated in the Faculty Handbook.

Additional Descriptors for Research/Creative Activities
a. Top tier refereed international/national publication
b. Scholarly work with Student as 1st or 2nd Author
c. Mentoring non-tenured faculty
d. Collaboration with other faculty
e. Research-based publication (reporting on quantitative or qualitative research findings)

Research/Creative Activity (Publications)						
Minimum of six publications; includes three lead authorships (at least one refereed lead authorship at the International/National level)	Lead Author	2nd or 3rd Author	4th Author or later	Additional descriptors, if any	Additional descriptor Codes (a,b,c,d)	Brief comments (not an essay) if needed.
Enter complete citations for publications:	Uppercase 'X' below to identify relevant data.					
Refereed (peer-reviewed)						
International/National Journal article						
Regional/State Journal article						
Research Abstracts (international/national journal)						
Research Abstracts (multi-page abstract in proceedings)						
Funding applications submitted to federal agencies or national foundations (i.e. NIH, NSF, Robert Wood Johnson Foundation)						
Books/Monographs/Reports						
Textbook						
"Edited" Textbook						
Chapter in Text Book						
Books/Monographs (Scholarly or Research-based)						
Books/Monographs (Field-related)						
Reports to federal, state or local agencies						
Editorials/Editor Notes						
Non-Refereed (non-peer-reviewed)						
International/National Journal						
Professional/Trade Publication						
Regional/State Journal						
Conference Proceedings (full papers - not abstract)						

Research/Creative Activity (Presentations)

Minimum of five presentations; including three lead presentations (at least two at the International / National level)	Lead Presenter	2nd or 3rd Author	4th Author or later	Additional descriptors, if any	Additional descriptor Codes (a,b,c,d)	Brief comments (not an essay) if needed.
Enter complete citations for presentation:	Uppercase 'X' below to identify relevant data.					
International/National						
Regional						
State						
Professional/Trade						
Local/WKU/Other universities						

Research/Creative Activity (Grants/Funding)

Minimum of three grant applications (at least one lead authorship). **Note**: *Funding applications submitted to federal agencies or national foundations may also be listed in the publications section of this document.*	Lead Author (Funded)	Lead Author (Applied)	Other Author (applied or funded)	Additional descriptors, if any	Additional descriptor Codes (a,b,c,d)	Brief comments (not an essay) if needed.
Enter complete citations for grant applications:	Uppercase 'X' below to identify relevant data.					
External Research						
Internal Research						
External Other (i.e. program grants, lab equipment, etc.)						
Internal Other (i.e. program grants, lab equipment, etc.)						

Research/Creative Activity (Other Contributions)

The following list (not exhaustive) indicates additional contributions by which faculty may further demonstrate their level of performance in the area of

Basic listing of included item:	Brief comments (not an essay) if needed.
Research awards (university, college, professional org)	
Mentoring non-tenured faculty	
Participation in studies, programs, creative activity supported by extramural funds.	
Inventorship or co-inventorship leading to U.S. and/or other patents.	
Invitations to conduct research at other universities or research-oriented agencies; to prepare questions for professional examinations.	
Continuation of current research or other creativity not yet resulting in publication, performance, or display.	

Development/launching scholarly journals, websites, etc.	
Initiation of intellectual projects via the WKU Research Foundation	
Invited addresses for statewide or broader audience.	
Published translations, reviews, or critiques.	
Participation in the development of innovative curricular materials, such as curriculum guides, computer-assisted instruction, online resources, software, lab equipment, audiovisual materials, manuals, workbooks, tools or models which break new ground and successfully advance concepts, ideas and approaches that transcend ordinary instructional material.	
Creative performances, visual art, and creative writing (see WKU faculty handbook and CHHS Policies and Procedures).	

Teaching (Feedback)

All faculty should report these core items.

Please 'X' the box on the right to confirm that you have included each of these items in your portfolio. Provide additional information as instructed.

*°Student feedback from course appraisals (SITE)	
*°School Director evaluation of teaching (list dates in space below)	
*°Internal (KRS) peer evaluation of teaching (list dates in space below)	
*°External (CITL, colleagues) peer evaluation of teaching (list dates in space below)	

Teaching (Professional Responsibilities)

The following list (not exhaustive) indicates additional contributions by which faculty may further demonstrate their level of performance in the area of Teaching. *Faculty in traditional lines should report these core items. °Pedagogical faculty and instructors should also report these core items.

Please 'X' the box on the right to confirm that you have included these items in your portfolio. Provide additional information as instructed.

*°Meet/hold classes (additional detail should be reported in portfolio)	
*°Adherence of office hours and returning of materials in a timely fashion	
*°Treat students in a fair, impartial, and respectful manner (additional detail should be reported in portfolio)	
*°Provide academic advising (additional detail should be reported in portfolio - include number of advisees each semester/academic year)	
°Professional responsibility and judgement in the supervision of students (classroom management) and collaboration with other professionals.	
°Demonstration of current professional competence, such as licensure, registration, certification, and/or documentation of professional development and continuing education requirements	
Involvement with Honors program (students or courses), interdisciplinary academic programs, and/or student scholar development	
Supervise independent studies/capstones (list below each student's name, year, and project title)	
Thesis/Dissertation committees (list below each student's name, year, project title, and your role [chair or member])	
Direct assistance in helping students apply for graduate school (list below each student's name and graduate school attended - additional information/documentation should be reported in portfolio)	

Direct assistance in helping students find appropriate employment (list below each student's name and place of employment - additional information/documentation should be reported in portfolio)	
Direct assistance in helping students apply/receive recognition through awards and highly significant achievements (list student name, year, and award/achievement title - additional information/documentation should be reported in portfolio)	

Teaching (Professional & Teaching Development)

The following list (not exhaustive) indicates additional contributions by which faculty may further demonstrate their level of performance in the area of Teaching. *Faculty in traditional lines should report these core items. °Pedagogical faculty and instructors should also report these core items.

Please 'X' the box on the right to confirm that you have included these items in your portfolio. Provide additional information as instructed.

Professional Development

*°Statement regarding your teaching and steps you have taken to improve your instruction (courses and delivery). Please include these details in your portfolio teaching statement.	
*°Use of the latest scientific/technological innovations/knowledge, specific to your discipline (list each item below - additional information/documentation should be reported in portfolio)	
*°Participation in professional activities, such as conference attendance, professional development workshop attendance, training programs, technical seminars, and/or self-study programs (list each item below - additional information/documentation should be reported in portfolio)	
°Comments/letters from students and alumni (include a maximum of three in your portfolio)	
Teaching awards (university, college, national professional org.) (list each item below - additional information/documentation should be reported in portfolio)	

Teacher/Advisor Development

*°Participation in teaching and/or advising development conferences/workshops/trainings (list each item below - additional information/documentation should be reported in portfolio)	
°Practical application of knowledge/techniques gained from teacher development activities.	
°Significant teaching challenges and how they were addressed (list specific challenges and solutions to these challenges below)	

Curriculum/Program Development	
*°Systematic organization of appropriate materials for presentation and communication to students of course objectives, plan of study, and means of student performance evaluation. Please include in portfolio one syllabus from each academic year (different classes)	
°Development of workbooks, manuals, tapes, slides, online materials, other print and non-print learning resources developed primarily for classroom use (list each item below - additional information/documentation should be reported in portfolio)	
°Methods of instruction such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, consultation, field trips, computer-assisted instruction, reading lists, audiovisual materials, simulations, and games (list each item below - additional information/documentation should be reported in portfolio)	
°Innovative assessment procedures such as tests, grading practices, and clinical performance (list each item below - additional information/documentation should be reported in portfolio)	
°Innovative student engagement involving classroom, laboratory or clinical instruction (list each item below - additional information/documentation should be reported in portfolio)	
Development or revisions of academic programs (major, minor, certificate, concentration, etc) (list each item below - additional information/documentation should be reported in portfolio)	
Development or revisions of courses (list each item below - additional information/documentation should be reported in portfolio)	
Development of web-based courses (list each item below - additional information/documentation should be reported in portfolio)	
Development of study abroad and other international academic programs (list each item below - additional information/documentation should be reported in portfolio)	
Development of study away (domestic travel-based) programs (list each item below - additional information/documentation should be reported in portfolio)	
Funding applied/received related to curriculum/program (list each item below - additional information/documentation should be reported in portfolio)	
Funding applied/received related to student development/initiatives (list each item below - additional information/documentation should be reported in portfolio)	
Integrated student service projects and experiential learning opportunities into a course (list each item below - additional information/documentation should be reported in portfolio)	

Service (University)

Service Item Listing (include dates served)	# of committee 'years'	Committee role	Brief comments (not an essay) if needed.
University committees			
College committees			
School committees			
Program committees			

Service (Public/Professional)

Service Item Listing (include dates served)	# of committee 'years'	Committee role	Brief comments (not an essay) if needed.
Officer			
Board Member			
Committee chairperson			
Committee member			
Editors/Managing Editors			
Referees (peer-reviewer for articles, chapters, etc)			

Service (Additional Contributions)

The following list (not exhaustive) indicates additional contributions by which faculty may further demonstrate their level of performance in the area of service.

Service Item Listing:	Brief comments (not an essay) if needed.
University Service	
WKU service awards	
School/college/university administrative duties such as program director/coordinator, field director.	
Special assignments from the director/dean	
Contributions to program accreditation activities	
Writing self-study documents	
Mentoring/advising new faculty	

Mentoring/advising student groups.	
Directing learning laboratories; professional clubs and other organizations.	
Creation/Maintenance of advisory groups	
University initiatives	
Participation in student recruitment activities	
Development of recruitment materials (print, websites, social media, etc.)	
Participation in fund raising, public relations, and marketing of programs.	
Honors Thesis Reader	
Preparation of grant proposals for instruction, research, and administrative support activities.	
Program review for the university	
Judge/reviewer for university programs or events	
Organizing colloquia and seminars for department or college.	
Public/Professional	
Professional service award	
Expert or member of policy advisory committees	
Organizers/directors of seminars, workshops and/or other conferences.	
To local, state and/or national governmental and advisory boards, agencies, commissions	
To business and industry or private citizens as technical expert or member of policy advisory committees	
Provision of professional services to individuals, groups, and the community.	
Accreditation team service	
Work with schools through contact with teachers, administrators, students; through participation in science fairs, college day programs, lectures, performance, in-service programs; through advising on curricular matters, and pedagogy.	
Judge/reviewer for regional/state school programs	
Participation in local, regional, national, or international community activities directly related to the faculty member's profession, such as presentations, news media interviews, and professional advice to agencies.	
Provision of clinical services related to assessment of health and wellness.	
Participation in meetings, symposia, conferences, workshops; in radio and/or television by developing and presenting materials for public awareness;	
Provision of consulting services or technical assistance including grant proposals and grant awards for an organization or community.	
Provide a professional presence through traditional and social media or guest column writing	