

**Western Kentucky University  
School of Nursing and Allied  
Health**

**Faculty/Staff Handbook  
2022-2023**

## **Handbook Review and Revision**

This handbook is reviewed in its entirety annually by the SONAH Faculty Affairs Committee and an updated version is added to the website each summer. Individual policies are reviewed and updated on an as needed basis with updates placed on the website as individual policies prior to the annual summer handbook revision.

### **Review/Revision Dates**

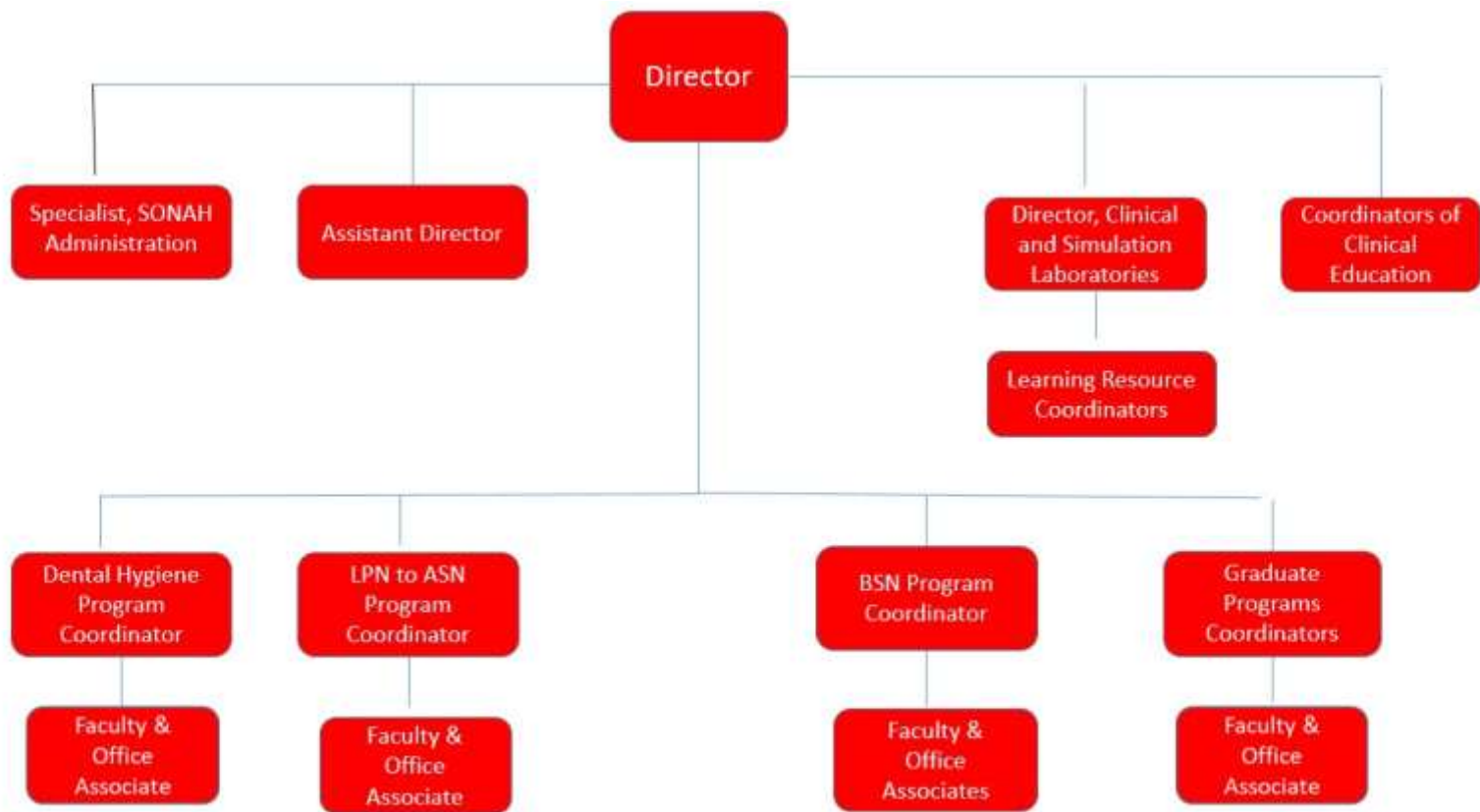
August 2022  
August 2021  
August 2020  
August 2019  
January 2019

**School of Nursing and Allied Health  
Faculty/Staff Handbook**

**Table of Contents**

<u>WKU SONAH Organizational Chart</u>	5
<u>By-Laws</u>	6
▪ Article 1 – Name	6
▪ Article II – Purpose, Functions, and Structure	6-7
▪ Article III – Membership	7-8
▪ Article IV – SONAH Faculty Meetings	8
▪ Article V – Officers	8-9
▪ Article VI – Standing Committees	9-11
▪ Article VII – ASN Prelicensure Committee	11
▪ Article VIII – BSN Prelicensure Committee	12
▪ Article IX – Dental Hygiene Committee	12-13
▪ Article X – Graduate Committee	13-14
▪ Article XI – Applied Research Committee	14
▪ Article XII – Faculty Affairs Committee	15
▪ Article XIII – ASN Program Evaluation Committee	15-16
▪ Article XIV – BSN/Graduate Program Evaluation Committee	16
▪ Article XV – Dental Hygiene Program Evaluation Committee	16-17
▪ Article XVI – Rank and Promotion Committee	17
▪ Article XVII – Tenure Committee	18
▪ Article XVIII – Revision of Bylaws	18
▪ Article XIX – Parliamentary Authority	19
<u>Position Descriptions</u>	20
▪ Director, School of Nursing and Allied Health	20
▪ Tenure/Tenure Track Nursing and Allied Health Faculty	21-23
▪ Pedagogical School of Nursing and Allied Health Faculty	24-25
▪ Non-Tenure Track Nursing and Allied Health Faculty	26-27
▪ Program Coordinator	28-29
▪ Assistant Director	30-31
▪ Course Coordinator	32-33
▪ Part Time Clinical Faculty	34
▪ Director, Nursing Clinical and Simulation Laboratories	35-36
▪ Learning Resource Coordinator	37-38
▪ Coordinator of the Dental Hygiene Clinic	39

▪ Coordinator of Clinical Education	40-41
▪ Administrative Assistant/Budget Coordinator	42-43
▪ Office Associate	44-45
▪ Dental Hygiene Clinical Office Associate	46-47
▪ Office Assistant	48
<u>Administrative/Peer Review Policy</u>	49
<u>Clinical Learning Agreement Policy</u>	50-51
<u>Guidelines for Promotion and Tenure</u>	52
<u>Appendix A- Guidelines for Tenure/Tenure Track Appointments</u>	53-65
<u>Appendix B- Guidelines for Promotion/Tenure for Pedagogical Appointments</u>	66-75
<u>Appendix C- Guidelines for Promotion for Instructor Appointments</u>	76
<u>Appendix D- Guidelines for Allied Health Tenure/Tenure Track Appointments</u>	77-88



## **School of Nursing and Allied Health Bylaws**

### **ARTICLE I**

#### **Name**

- 1.01 The name of this academic unit is the School of Nursing and Allied Health (SONAH) in the College of Health and Human Services of Western Kentucky University.

### **ARTICLE II**

#### **Purposes, Functions and Structure**

- 2.01 The purposes of the SONAH are to:
- a) implement the University's mission to:
    - prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society,
  - b) offer programs of learning for the associate, baccalaureate and graduate degrees, recognizing the needs of our constituents,
  - c) provide applied research, service, and continuing education programs directly related to the needs of our constituents,
  - d) develop close working relationships and articulation agreements with other departments, institutions, and health care agencies, and
  - e) serve as a basic unit of the University's governance structure.
- 2.02 The functions of the SONAH are to:
- a) promote the rights, benefits, welfare, standards, and learning conditions for students,
  - b) promote the rights, benefits, welfare, standards, and working conditions of the faculty and staff,
  - c) prepare competent health care professionals to practice in today's health care environment,
  - d) facilitate educational advancement in health disciplines,

- e) prepare health care professionals to assume advanced practice roles at the graduate level,
- f) develop and offer continuing education programs to maintain the competencies of health care professionals,
- g) promote scholarly activities including faculty development and healthcare research,
- h) promote professional and community service activities for the improvement of health care delivery, and
- i) advocate for human and financial resources to meet the needs of all programs within SONAH.

2.03 The structure of the SONAH shall include:

- a) the Director who administers the unit,
- b) the Assistant Director who assists the Director,
- c) the Program Coordinators appointed by the Director,
- d) the Course Coordinators appointed by the Program Coordinators,
- e) full-time and part-time faculty appointed in compliance with university policy, and
- f) staff members appointed in compliance with university policy

## **ARTICLE III**

### **Membership**

3.01 The classifications of membership in the SONAH shall be:

- a) active members who have full-time faculty teaching responsibilities and
- b) affiliate members who have part-time teaching responsibilities or are salaried staff.

3.02 The rights and privileges of members in the SONAH shall be that:

- a) all active members have the right of vote on all matters coming before the SONAH except in certain instances determined by university standards or criteria,
- b) all active members with faculty rank shall be eligible for appointment or election to university, college and SONAH committees, and

- c) persons who are not active members of the SONAH may be appointed to serve on university, college and SONAH committees based on need and expertise.

## **ARTICLE IV**

### **SONAH Faculty Meetings**

- 4.01 Regular meetings of the SONAH shall be held at least once a semester on a date and time set by the Director and announced two weeks in advance.
- 4.02 Special meetings of the SONAH may be called by the Director or at the request of at least one- half of the active members.
- 4.03 Two thirds of the active members shall constitute a quorum at SONAH faculty meetings.
- 4.04 Meetings are open to all active SONAH members, with the exception of Rank & Promotion and Tenure Committee meetings.

## **ARTICLE V**

### **Officers**

- 5.01 The **Director** shall:
  - a) prepare and circulate an agenda one-week in advance of meetings,
  - b) preside at all faculty meetings of the SONAH,
  - c) serve as an ex-officio member of standing committees with voting rights,
  - d) appoint a pro tem chairperson in their absence,
  - e) appoint a secretary to record minutes,
  - f) appoint ad hoc committees as needed, and



- g) declare voter eligibility based upon SONAH criteria.

5.02 The secretary shall:

- a) record minutes according to SONAH guidelines, and
- b) post an electronic copy of corrected minutes of all SONAH meetings on the nursing and/or allied health shared drives within two weeks of the meeting.

## **ARTICLE VI**

### **Standing Committees**

6.01 Standing committees are permanent committees responsible for the work of the SONAH.

6.02 Standing Committees

- a) The standing committees of the SONAH shall be the

- ASN Prelicensure Committee
- BSN Prelicensure Committee
- Dental Hygiene Committee
- Graduate Committee
- Applied Research Committee
- Faculty Affairs Committee
- ASN Program Evaluation Committee
- BSN/Graduate Program Evaluation Committee
- Dental Hygiene Program Evaluation Committee
- Rank & Promotion Committee
- Tenure Committee

- b) The general functions of standing committees shall be to:

- 1) carry out the functions of the specific committee,
- 2) assign on-going operations and specific tasks to individuals, ad hoc committees or subcommittees,
- 3) appoint and disband ad hoc committees as needed,

- 4) appoint non-SONAH or non-committee members to ad hoc committees as needed, and
- 5) designate purposes, function, authority and accountability of ad hoc committees.

6.03 The chairperson of a committee shall:

- a) be an active member of the faculty for at least one year,
- b) be appointed by the Director or elected by committee members,
- c) serve as chairperson of only one committee,
- d) establish a regular meeting schedule of the committee,
- e) preside at all meetings of the committee or appoint a pro tem chairperson,
- f) provide for selection of a secretary for the committee, who shall record the committee minutes and post copies on the nursing and/or allied health Shared drive within two weeks of the meeting.
- g) present committee recommendations and reports to the SONAH faculty,
- h) complete an annual report by June 30 [which is consistent with end of academic year] to be submitted to the Director and the designated Program Evaluation Committee and post copies on the nursing and/or allied health Shared drive, and
- i) collaborate with Director one year prior to end of term to determine chair elect.

6.04 Members of committees:

- a) shall be active members of the faculty or as specified by committee membership,
- b) shall serve at least a 2-year term, with exception of student representatives,
- c) only committee members have the right of vote on matters coming before the committees,
- d) persons holding ex-officio appointment have voice and voting rights, and
- e) no faculty member shall be required to serve on more than two standing committees excluding Rank & Promotion and Tenure Committee.

6.05 Meetings of committees:

- a) shall be held at a frequency to be determined by committee,
- b) shall be open to all active members of the SONAH, with the exception of the Rank, Promotion and Tenure Committee,
- c) shall constitute a quorum when a majority of the committee membership is present, excluding ex-officio members, and
- d) shall have minutes of all committee meetings and annual report in electronic format.

**ARTICLE VII**

**ASN Prelicensure Committee**

7.01 The functions of the ASN Prelicensure Committee shall be to:

- a) review the mission, philosophy, organizing framework and outcomes of the program on a regular basis,
- b) review, approve, and implement revisions of the curriculum, its content and sequence; credit hour allocation, and curriculum requirements,
- c) review recommendations and make curriculum revisions based on program evaluation outcomes,
- d) review, approve and implement policies and practices for student admission, progression, retention and graduation,
- e) select and admit qualified applicants into the associate program,
- f) promote activities related to student welfare and professionalism, and
- g) report action items to the SONAH faculty for information only.

7.02 The ASN Prelicensure Committee membership shall be:

- a) the ASN Prelicensure Program Coordinator as chairperson, and
- b) faculty members appointed by the Director.

**ARTICLE VIII**  
**BSN Prelicensure Committee**

8.01 The functions of the BSN Prelicensure Committee shall be to:

- a) review the mission, philosophy, organizing framework and outcomes of the program on a regular basis,
- b) review, approve and implement revisions of the curriculum, its content and sequence; credit hour allocation, and curriculum requirements,
- c) review recommendations and make curriculum revisions based on program evaluation outcomes,
- d) review, approve and implement policies and practices for student admission, progression, retention and graduation,
- e) select and admit qualified applicants into the baccalaureate program,
- f) promote activities related to student welfare and professionalism,
- g) report action items to the SONAH faculty for information only, and
- h) call meeting of the total BSN faculty as needed.

8.02 The BSN Prelicensure Committee membership shall be:

- a) the BSN Prelicensure Program Coordinator as chairperson,
- b) faculty members appointed by the Director, and
- c) one non-voting student representing each entering class of the BSN Prelicensure Program.

**ARTICLE IX**  
**Dental Hygiene Committee**

9.01 The functions of the Dental Hygiene Committee shall be to:

- a) review the mission, philosophy, organizing framework and outcomes of the program on a regular basis,
- b) review, approve and implement revisions of the curriculum, its content and sequence; credit hour allocation, and curriculum requirements,

- c) review recommendations and make curriculum revisions based on program evaluation outcomes,
- d) review, approve and implement policies and practices for student admission, progression, retention and graduation,
- e) select and admit qualified applicants into the program,
- f) promote activities related to student welfare and professionalism, and
- g) report action items to the SONAH faculty for information only.

9.02 Dental Hygiene Committee membership shall be:

- a) the Dental Hygiene Program Coordinator as chairperson, and
- b) faculty members appointed by the Director.

## **ARTICLE X**

### **Graduate Committee**

10.01 The functions of the Graduate Committee shall be to:

- a) review the mission, philosophy, organizing framework and outcomes of the programs on a regular basis,
- b) review, approve, and implement revisions of the curriculum, its content and sequence; credit hour allocation, and curriculum requirements,
- c) review recommendations and make curriculum revisions based on program evaluation outcomes,
- d) review, approve and implement policies and practices for graduate student admission, progression, retention and graduation,
- e) select and admit qualified applicants into the Graduate programs.
- f) promote activities related to student welfare and professionalism,
- g) report action items to the SONAH faculty for information only, and
- h) call meetings of the total Graduate faculty as needed.

10.02 The Graduate Committee membership shall be:

- a) the Graduate Program Coordinator as chairperson,
- b) graduate faculty members appointed by the Director, and
- c) one non-voting student representing each entering class of the MSN and DNP Programs.

## **ARTICLE XI**

### **Applied Research Committee**

11.01 The functions of the Applied Research Committee shall be to:

- a) assess the research support needs of the School of Nursing and Allied Health faculty, staff and students
- b) plan, schedule and evaluate research related meetings and CE events
- c) prepare an annual report on the scholarly productivity of the School of Nursing and Allied Health, including ongoing projects, publications, and grants submitted by School of Nursing and Allied Health faculty, staff and students.
- d) coordinate research related activities with the CHHS Office of the Dean, and
- e) collaborate with other CHHS research centers, the South Central Kentucky Area Health Education Center, The Institute for Rural Health, and others to facilitate interdisciplinary applied research.

11.02 The Applied Research Committee membership shall be:

- a) the appointed chairperson(s) and
- b) faculty members appointed by Director.

## **ARTICLE XII**

### **Faculty Affairs Committee**

12.01 The functions of the Faculty Affairs Committee shall be to:

- a) promote the rights, benefits, welfare, standards, and working conditions of SONAH faculty and staff,
- b) recommend to the SONAH, policies and procedures related to rank and promotion within the policy of the University,
- c) serve as a resource to enhance the faculty role in teaching effectiveness,
- d) review/revise faculty orientation/mentorship policies as needed,
- e) review and forward recommendations regarding SONAH job descriptions,
- f) follow the University's current policy and procedure for recruitment and selection of qualified faculty,
- g) review and revise SONAH Faculty Handbook,
- h) review and revise new faculty mentoring program, and
- i) review and revise peer review standards and procedures.

12.02 The Faculty Affairs Committee membership shall be:

- a) the appointed chairperson(s) and
- b) faculty members representing all SONAH programs.

## **ARTICLE XIII**

### **ASN Program Evaluation Committee**

13.01 The functions of the ASN Program Evaluation Committee shall be to:

- a) review and revise the plan to evaluate program outcomes in a systematic ongoing basis,
- b) coordinate and provide oversight in the collection and analysis of data for evaluation of program outcomes,
- c) complete a semi-annual program evaluation report and present to faculty for decision making, and

- d) review the program evaluation plan on an ongoing basis.

13.02 The ASN Program Evaluation Committee membership shall be:

- a) the appointed chairperson,
- b) the Director and Program Coordinator as ex-officio members with all voice and vote rights, and
- c) faculty members appointed by the Program Coordinator.

#### **ARTICLE XIV**

##### **BSN/Graduate Program Evaluation Committee**

14.01 The functions of the BSN/Graduate Program Evaluation Committee shall be to:

- a) review and revise the plan to evaluate program outcomes in a systematic ongoing basis,
- b) coordinate and provide oversight in the collection and analysis of data for evaluation of program outcomes,
- c) complete an annual program evaluation report and present to faculty for decision making, and
- d) review the program evaluation plan on an ongoing basis.

14.02 The BSN/Graduate Program Evaluation Committee membership shall be:

- a) the appointed chairperson,
- b) the Director and Program Coordinators as ex-officio members with all voice and vote rights, and
- c) faculty members appointed by the Director.

#### **ARTICLE XV**

##### **Dental Hygiene Program Evaluation Committee**

15.01 The functions of the Dental Hygiene Program Evaluation Committee shall be to:

- a) review and revise the plan to evaluate program outcomes in a systematic



ongoing basis,

- b) coordinate and provide oversight in the collection and analysis of data for evaluation of program outcomes,
- c) complete a semi-annual program evaluation report and present to faculty for decision making, and
- d) review the program evaluation plan on an ongoing basis.

15.02 The Dental Hygiene Program Evaluation Committee membership shall be

- a) the appointed chairperson,
- b) the Director and Program Coordinator as ex-officio members with all voice and vote rights, and
- c) faculty members appointed by the Director.

## **ARTICLE XVI**

### **Rank and Promotion Committee**

16.01 The functions of the Rank and Promotion Committee shall be to:

- a) adhere to the rank and promotion requirements of the University, as set forth in the WKU Faculty Handbook,
- b) discuss in executive session, all relevant factors regarding promotion of an individual, and
- c) review all relevant factors regarding appointment to rank and make recommendations to the Director.

16.02 The Rank and Promotion Committee membership shall be

- a) the Director as an ex-officio, non-voting member and
- b) all tenured faculty members in the SONAH holding an academic rank higher than that of the candidate (Refer to the WKU Faculty Handbook for committee composition if there are less than five tenured faculty members with academic rank higher than the candidate.).

## **ARTICLE XVII**

### **Tenure Committee**

17.01 The functions of the Tenure Committee shall be to:

- a) adhere to the rank and promotion requirements of the University, as set forth in the WKU Faculty Handbook,
- b) discuss in executive session, the credentials of all faculty for tenure and make recommendations(s) to the Director, and
- c) annually review faculty members (all full-time) on tenure track and make recommendations for continuance and provide positive and negative feedback for the Director.

17.02 The Tenure Committee membership shall be:

- a) the Director as an ex-officio, non-voting member and
- b) all tenured faculty members

## **ARTICLE XVIII**

### **Revision of Bylaws**

18.01 Revision of Bylaws

- a) The Faculty Affairs Committee shall appoint an ad hoc committee every three years to review the Bylaws and recommend revisions.
- b) Recommended revisions of the bylaws shall be submitted in writing to the members of the SONAH two weeks prior to the meeting.
- c) Approval of the bylaws shall require a two-thirds affirmative majority of those members present and voting.
- d) All revisions of the bylaws shall become effective on the date of adoption.

## **ARTICLE XIX**

### **Parliamentary Authority**

19.01 The rules contained in the Roberts Rules of Order, Newly Revised shall govern all meetings of the School of Nursing and Allied Health and its committees, unless specifically addressed in these Bylaws.

Approved: September 30, 2011

Revised December 9, 2016

Revised May 2018

Revised June 2020

## **Position Descriptions**

### **Title: Director, School of Nursing and Allied Health**

#### **Purpose of Position**

To provide effective academic and administrative leadership for the School of Nursing and Allied Health (SONAH).

#### **Principle duties and responsibilities include, but are not limited to:**

1. Plan academic activities.
2. Administer budgetary and development activities.
3. Recruit and retain high quality faculty, staff and students.
4. Maintain effective organizational structures and processes for faculty, staff and students.
5. Evaluate personnel with input from program coordinators.
6. Support program assessment, improvement and reporting activities.
7. Advocate for a supportive teaching/research/service environment.
8. Support international learning initiatives.
9. Develop new programs.
10. Assist in the implementation of the SONAH and CHHS strategic plan.
11. Oversee professional and office support staff.
12. Represent the School of Nursing and Allied Health at local, state, regional and national level meetings.
13. Provide a communication link between and among faculty and administration.
14. Maintain duties required of tenured faculty member.

#### **Educational/Licensing/Professional Requirements**

1. MSN degree with a Doctorate in Nursing or related field.
2. Current RN license in Kentucky.
3. Prior academic and administrative experience.
4. Strong leadership and management skills.
5. Evidence of effective interpersonal and communication skills that promote a collegial environment, effective problem solving, and consensus building.
6. Distinguished record in and commitment to teaching, scholarship and service.
7. Knowledge of current nursing issues.
8. Participate in at least one professional nursing organization.

See specific responsibilities in the Handbook for Department Heads, WKU Faculty Handbook.

Approved 9/30/11  
Revised 8/19/2014  
Revised May 2018

## **Title: Tenure/Tenure Track Nursing and Allied Health Faculty**

### **Purpose of Position**

To provide instruction to students in the School of Nursing and Allied Health (SONAH)

### **Principle duties and responsibilities may include, but are not limited to:**

#### **Teaching**

##### **Didactic**

1. Teach students in the classroom setting and/or online.
2. Assist with planning course schedule.
3. Assist course coordinator with preparation of course syllabi and related materials.
4. Implement the course objectives as developed by the program's faculty.
5. Maintain up-to-date and in-depth knowledge of course content.
6. Apply knowledge and skills obtained from workshops, seminars, conferences, literature review and other instructional-related activities to the classroom experience.
7. Use feedback from S.I.T.E./peer evaluations to identify professional development needs and to improve teaching effectiveness.
8. Post class schedule and office hours.
9. Meet face-to-face classes regularly and promptly at the scheduled time.
10. Communicate with students regularly and timely as necessary.
11. Assign and report a grade for each student by the deadline specified on the academic calendar.

##### **Clinical (if applicable)**

1. Teach students in the clinical setting.
2. Select laboratory assignments for one or more groups of students and guide them in correlating and integrating client care learning experiences with classroom instruction
3. Evaluate opportunities for clinical experiences in each clinical facility.
4. Assist course coordinator with communicating course responsibilities and supervising part-time clinical faculty on a weekly basis.
5. Communicate promptly with course coordinator to report student absences, student behavior/progress, and unusual occurrences.
6. Assess student performance in the clinical setting according to School of Nursing and Allied Health evaluation methods.
7. Uphold the current practice standards as established and required by clinical facilities, state regulatory agencies and accrediting bodies.
8. Assure students are in compliance with medical and legal requirements while participating in clinical experiences.

#### **Service**

##### **Program, SONAH, CHHS and/or University Service**

1. Participate in development, evaluation, and modification of the program's curriculum.

2. Advise students regarding admission, progression, and fulfillment of program requirements.
3. Maintain student and program records in accordance with the policies of the University and the School of Nursing and Allied Health.
4. Participate in school, college, and/or university functions related to the program of instruction, such as faculty and staff meetings, orientation programs, registration, committee assignments, and recruitment events.
5. Actively participate in committee assignments at the school, college, and/or university level.
6. Participate as a leader according to academic rank and experience.
7. Mentor new faculty.
8. Participate in interdisciplinary activities that enhance the image of the School of Nursing and Allied Health.

### **Professional/Community Service**

1. Actively engage in professional and/or community service.
2. Participate in activities that enhance public relations with individuals and/or groups working with the School of Nursing and Allied Health.
3. Participate in at least one professional organization.

### **Research**

1. Undertake scholarly activities, engage in research, and/or other creative activities involving the profession.
2. Disseminate findings through peer-reviewed presentations/publications.
3. Seek appropriate funding for research.

### **Education/Licensing/Professional Requirements**

1. For all nursing faculty hired after the implementation date of Jan 2018, a minimum of a Doctoral Degree in Nursing or Master's in Nursing with a Doctorate in a related field will be required. For all dental hygiene faculty, a minimum of a Master's in Dental Hygiene or a related field, Doctor of Dental Medicine (DMD), Doctor of Dental Surgery (DDS), Doctor of Philosophy (PhD), or Doctor of Education (EdD) will be required.
2. Faculty teaching in the Graduate Program may have to meet additional requirements from the Graduate School.
3. Non-nursing faculty requirements for nursing courses: Minimum of a Doctorate Degree in applicable field. Candidates from non-nursing health care fields with a doctoral degree may be considered for non-clinical nursing courses only. These candidates will be expected to have experience in health care and experience teaching in the desired courses and meet KBN regulations.
4. Maintain program appropriate active Kentucky and/or compact state licensure, and meet any additional requirements as required by clinical agencies (which may include but is not limited to: immunizations, titers, liability insurance, CPR, TB screening, and annual influenza vaccination). The cost of meeting the clinical agency requirements is at the expense of the faculty.
5. Seek opportunities to maintain professional competence, for example faculty practice, certification, professional development and/or consulting in field of expertise.

Submit materials for annual faculty activity report, documenting teaching effectiveness, university/public service, and professional development/research/creative activities.

Refer to additional faculty responsibilities of all WKU faculty in the WKU Faculty Handbook.

Added and Approved May 2018

Revised June 2020

## **Title: Pedagogical School of Nursing and Allied Health Faculty**

### **Purpose of Position**

To provide instruction to students in the School of Nursing and Allied Health (SONAH)

Principle duties and responsibilities may include, but are not limited to:

### **Teaching**

#### **Didactic**

1. Teach students in the classroom setting and/or online.
2. Assist with planning course schedule.
3. Assist course coordinator with preparation of course syllabi and related materials.
4. Implement the course objectives as developed by the program's faculty.
5. Maintain up-to-date and in-depth knowledge of course content.
6. Apply knowledge and skills obtained from workshops, seminars, conferences, literature review and other instructional-related activities to the classroom experience.
7. Use feedback from S.I.T.E./peer evaluations to identify professional development needs and to improve teaching effectiveness.
8. Post class schedule and office hours.
9. Meet face-to-face or online classes regularly and promptly at the scheduled time.
10. Communicate with students regularly and timely as necessary.
11. Assign and report a grade for each student by the deadline specified on the academic calendar.

#### **Clinical (if applicable)**

1. Teach students in the clinical setting.
2. Select laboratory assignments for one or more groups of students and guide them in correlating and integrating client care learning experiences with classroom instruction.
3. Evaluate opportunities for clinical experiences in each clinical facility.
4. Assist course coordinator with communicating course responsibilities and supervising part-time clinical instructors on a weekly basis.
5. Communicate promptly with course coordinator to report student absences, student behavior/progress, and unusual occurrences.
6. Assess student performance in the clinical setting according to School of Nursing and Allied Health evaluation methods.
7. Uphold the current standards of nursing practice as established and required by clinical facilities, state regulatory agencies and accrediting bodies.
8. Assure students are in compliance with medical and legal requirements while participating in clinical experiences.

### **Service**

#### **Program, SON, CHHS and/or University Service**

1. Participate in development, evaluation, and modification of the program's curriculum.
2. Advise students regarding admission, progression, and fulfillment of program requirements.



3. Maintain student and program records in accordance with the policies of the University and the School of Nursing and Allied Health.
4. Participate in school, college, and/or university functions related to the program of instruction, such as faculty and staff meetings, orientation programs, registration, committee assignments, and recruitment events.
5. Actively participate in committee assignments at the school, college, and/or university level.
6. Participate as a leader according to academic rank and experience.
7. Mentor new faculty.
8. Participate in interdisciplinary activities that enhance the image of the School of Nursing and Allied Health.

### **Professional/Community Service**

1. Actively engage in professional and/or community service.
2. Participate in activities that enhance public relations with individuals and/or groups working with the School of Nursing and Allied Health.
3. Participate in at least one professional organization.

### **Education/Licensing/Professional Requirements**

1. For all nursing faculty hired after the implementation date of Jan 2018, a minimum of a Doctoral Degree in Nursing or Master's in Nursing with a Doctorate in a related field will be required. For all dental hygiene faculty, a minimum of a Master's in Dental Hygiene or a related field, Doctor of Dental Medicine (DMD), Doctor of Dental Surgery (DDS), Doctor of Philosophy (PhD), or Doctor of Education (EdD) will be required.
2. Faculty teaching in the Graduate Program may have to meet additional requirements from the Graduate School.
3. Non-nursing faculty requirements: Minimum of a Doctorate Degree in applicable field. Candidates from non-nursing health care fields with a doctoral degree may be considered for non-clinical nursing courses only. These candidates will be expected to have experience in health care and experience teaching in the desired courses and meet KBN regulations.
4. Maintain program appropriate active Kentucky and/or compact state licensure, and meet any additional requirements as required by clinical agencies (which may include but is not limited to: Immunizations, titers, liability insurance, CPR, TB screening, and annual influenza vaccination). The cost of meeting the clinical agency requirements is at the expense of the faculty.
5. Seek opportunities to maintain professional competence, for example faculty practice, certification, professional development and/or consulting in field of expertise.

Submit materials for annual faculty activity report, documenting teaching effectiveness and university/public service. Refer to additional faculty responsibilities of all WKU faculty in the WKU Faculty Handbook.

Approved May 2020

## **Title: Non-Tenure Track Nursing and Allied Health Faculty**

### **Purpose of Position**

To provide instruction to students in the School of Nursing and Allied Health (SONAH)

### **Principle duties and responsibilities may include, but are not limited to:**

#### **Teaching**

##### **Didactic (if applicable)**

1. Teach students in the classroom setting and/or online.
2. Assist with planning course schedule.
3. Assist course coordinator with preparation of course syllabi and related materials.
4. Implement the course objectives as developed by the program's faculty.
5. Maintain up-to-date and in-depth knowledge of course content.
6. Apply knowledge and skills obtained from workshops, seminars, conferences, literature review and other instructional-related activities to the classroom experience.
7. Use feedback from S.I.T.E./peer evaluations to identify professional development needs and to improve teaching effectiveness.
8. Post class schedule and office hours.
9. Meet face-to-face classes regularly and promptly at the scheduled time.
10. Communicate with students regularly and timely as necessary.
11. Assign and report a grade for each student by the deadline specified on the academic calendar.

##### **Clinical (if applicable)**

1. Teach students in the clinical setting.
2. Select laboratory assignments for one or more groups of students and guide them in correlating and integrating client care learning experiences with classroom instruction
3. Evaluate opportunities for clinical experiences in each clinical facility.
4. Assist course coordinator with communicating course responsibilities and supervising part-time clinical faculty on a weekly basis.
5. Communicate promptly with course coordinator to report student absences, student behavior/progress, and unusual occurrences.
6. Assess student performance in the clinical setting according to School of Nursing and Allied Health evaluation methods.
7. Uphold the current standards of nursing practice as established and required by clinical facilities, state regulatory agencies and accrediting bodies.
8. Assure students are in compliance with medical and legal requirements while participating in clinical experiences.

#### **Service**

##### **Program, SONAH, CHHS and/or University Service**

1. Participate in development, evaluation, and modification of the program's curriculum.
2. Advise students regarding admission, progression, and fulfillment of program requirements.

3. Maintain student and program records in accordance with the policies of the University and the School of Nursing and Allied Health.
4. Participate in school, college, and/or university functions related to the program of instruction, such as faculty and staff meetings, orientation programs, registration, committee assignments, and recruitment events.
5. Actively participate in committee assignments at the school, college, and/or university level.
6. Participate as a leader according to academic rank and experience.
7. Mentor new faculty.
8. Participate in interdisciplinary activities that enhance the image of the School of Nursing and Allied Health.

### **Professional/Community Service**

1. Actively engage in professional and/or community service.
2. Participate in activities that enhance public relations with individuals and/or groups working with the School of Nursing and Allied Health.
3. Participate in at least one professional organization.

### **Education/Licensing/Professional Requirements**

1. Minimum of a Master's Degree in Nursing is required for all nursing faculty; a doctorate in nursing or related field and teaching experience in the desired courses is preferred. Faculty teaching in the Graduate Program may have to meet additional requirements from the Graduate School. For all dental hygiene faculty, a minimum of a Master's in Dental Hygiene or a related field, Doctor of Dental Medicine (DMD), Doctor of Dental Surgery (DDS), Doctor of Philosophy (PhD), or Doctor of Education (EdD) will be required.
2. Non-nursing faculty requirements in nursing courses: Minimum of a Master's Degree in applicable field. Doctorate is preferred. Candidates from non-nursing health care fields with a master's degree or doctoral degree may be considered for non-clinical nursing courses only. These candidates will be expected to have experience in health care and experience teaching in the desired courses. According to KBN regulations "non-nurse faculty shall be required to collaborate with a nurse faculty member in order to meet the nursing course outcomes."
3. Maintain program appropriate active Kentucky and/or compact state licensure, and meet any additional requirements as required by clinical agencies (which may include but is not limited to: immunizations, titers, liability insurance, CPR, TB screening, and annual influenza vaccination). The cost of meeting the clinical agency requirements is at the expense of the faculty.
4. Seek opportunities to maintain professional competence, for example faculty practice, certification, professional development and/or consulting in field of expertise.

Submit materials for annual faculty activity report, documenting teaching effectiveness, university/public service, and professional development, and any applicable research/creative activities.

Refer to additional faculty responsibilities of all WKU faculty in the WKU Faculty Handbook.

Added and Approved May 2018  
Revised June 2020

## **Title: Program Coordinator**

### **Purpose of Position**

To provide primary responsibility for coordination and educational leadership of the assigned program within the School of Nursing and Allied Health.

### **Principle duties and responsibilities may include, but are not limited to:**

1. Coordinate the program's curriculum.
2. Serve as ex-officio member of all standing program committees.
3. Conduct regular faculty meetings.
4. Provide an orientation and mentoring plan for each new faculty member.
5. Assist Director with the completion of university, state regulatory and/or accrediting agency reports with faculty input.
6. Inform state regulatory bodies and accrediting agencies of program changes as required.
7. Assist Director with monitoring program compliance with Kentucky Administrative Regulations regarding prelicensure/graduate nursing programs (if applicable to program).
8. Direct program efforts to maintain accreditation.
9. Assist Director with development and implementation of program's strategic plan with faculty input.
10. Submit certified list of graduates to the State or accrediting body each semester after ascertaining that graduates have met all program and WKU graduation requirements (if applicable to program).
11. Work with support staff and Director to maintain records of faculty academic credentials, licensure and other program required documentation (CPR, liability insurance, medical, etc.).
12. With faculty input, recommend to the Director faculty teaching assignments, academic advising responsibilities, classroom scheduling, and course schedules.
13. Assist the Director with annual faculty/staff evaluations.
14. Maintain program communication with clinical facilities utilized for learning experiences.
15. Actively participate in recruitment activities.
16. Participate in recruitment and hiring of program faculty and staff.
17. Will teach courses within their designated program and have a load reduction in teaching assignment as required by the State Board or accrediting body.
18. Advise students related to admission, progression and fulfillment of program requirements.
19. Serve as liaison and promote cooperative working relationship with other programs in the School of Nursing and Allied Health.
20. Active participation on university and college committees.
21. Assist Director with annual budget allocations and requests and/or administer the budget if applicable for selected programs.
22. Complete the Annual Program Report and submit to the Director by the end of the fiscal year (June 30th).

## **Educational/Licensing/Professional Requirements**

1. Meet requirements for Tenure/Tenure Track faculty.
2. Prior experience in teaching and/or higher education administration.

Approved 9/30/2011

Revised 8/19/2014

Revised June 2020

## **Title: Assistant Director**

### **Purpose of Position**

To provide assistance to the Director in the coordination and educational leadership of large programs within the School of Nursing and Allied Health.

### **Principle duties and responsibilities may include, but are not limited to assisting the Director with the following:**

1. Development and implementation of School's strategic plan.
2. Development of annual budget allocations and requests and/or administer the budget if applicable for selected programs.
3. Work with the SONAH program coordinators on the development of workload reports as required.
4. Maintenance of program and SONAH level spreadsheets tracking data required for reports.
5. Ongoing communication with clinical facilities utilized for learning experiences.
6. Representation on university and college level committees.
7. Mentoring faculty in research activities.
8. Work with support staff and Director to maintain records of faculty academic credentials, licensure and other program required documentation (CPR, liability insurance, medical, etc.) for all programs within the SONAH.
9. With faculty input, recommend to the Director faculty teaching assignments, academic advising responsibilities, classroom scheduling, and course schedules.
10. Assist the Director with annual faculty/staff evaluations.
11. Development of and participation in student and faculty recruitment activities.
12. Development of and participation in efforts to reduce student and faculty attrition.
13. Participate in required ceremonies, orientations, and other community outreach for the SONAH.
14. Promotion of cooperative working relationships for all programs within in the School of Nursing and Allied Health.
15. Direction of program evaluation committees intended to guide activities for ongoing quality improvement and accreditation of SONAH programs.
16. Guidance of various program committees to coordinate curriculum development and revision of all programs within the SONAH.
17. Working with the Program Coordinators to monitor program compliance with Kentucky Administrative Regulations regarding all SONAH programs.
18. Directing student questions concerning admission, progression, and fulfillment of SONAH program requirements to the appropriate program staff.
19. Work with the search committees to coordinate the hiring, orientation and mentoring plan for each new faculty or staff member.
20. Work with the program coordinators to ensure timely completion of all required evaluation and reporting activities for all SONAH programs.
21. Ensure all state regulatory bodies and accrediting agencies are informed of program changes as required.
22. Ensure that all annual program reports are submitted by the SONAH programs by the end of the fiscal year (June 30th).

23. Other duties as assigned by the Director of the SONAH.

### **Educational/Licensing/Professional Requirements**

1. Master's in Nursing with a Doctorate in Nursing or related field.
2. Eligible for tenure or tenure track faculty line within the nursing program.
3. Prior experience teaching at the applicable program level.
4. Current RN license in Kentucky or compact state.
5. Prior administrative experience.
6. Strong leadership and management skills.
7. Evidence of effective interpersonal and communication skills that promote a collegial environment, effective problem solving, and consensus building.
8. Distinguished record in and commitment to teaching, scholarship and service.
9. Knowledge of current nursing issues.
10. Participate in at least one professional nursing organization.

### **Approved**

## **Title: Course Coordinator**

### **Purpose of Position**

To provide primary responsibility for coordination and educational leadership of an assigned ~~nursing~~ course.

### **Principle duties and responsibilities may include, but are not limited to:**

#### **Prior to course start**

1. Plan class schedule, syllabus & test blueprint for the semester.
2. Upload course syllabus to course management website/Topnet and maintain record of syllabi for archiving.
3. Submit upcoming semester room requests to Program Director prior to completion of current semester.
4. Inform Bookstore of course required textbooks/items.
5. Provide any needed advisement/course information to incoming class.
6. Coordinate the verification of student completion of any course pre-requisites and completion/enrollment of any course co-requisites.
7. Delegate didactic and clinical topics to course faculty.
8. Coordinate simulation experiences with Learning Resource Coordinator.
9. Communicate skills laboratory supply needs to Learning Resource Coordinator.
10. Schedule standardized testing and remediation according to program policy.
11. Coordinate the verification of student compliance with clinical facility requirements (health records, CPR, orientation, etc.) with support staff and program coordinator.
12. Orient new faculty to the course.
13. Work with program coordinator and Director to select part-time faculty if additional faculty are needed to maintain appropriate student to faculty clinical ratios.
14. Verify current affiliation agreements with Coordinator of Clinical Education.

#### **Throughout semester**

1. Maintain communication with faculty teaching additional clinical and or didactic sections to ensure course consistency.
2. Represent course at pertinent committee meetings.
3. Plan with other course coordinators cross-curricular topics.
4. Call course faculty meetings to plan and implement course activities.
5. Ensure course faculty follow test blueprint for course (if applicable for course).
6. Establish test due dates to ensure time for proofreading and printing.
7. Responsible for maintaining class rolls, attendance, reporting student deficiencies and grades.
8. Responsible for documentation of clinical absences and completion of alternate assignments.
9. Ensure course documents are maintained according to WKU Records Management Policy (Kentucky Revised Statute 171.410).
10. Connect with team members for routine progress of the semester.
11. Communicate faculty responsibilities related to student achievement of course objectives.
12. Communicate with part-time clinical faculty on a regular basis.
13. Communicate with the Program Coordinator and document any pertinent student information/behavior.



14. Disseminate information to course faculty and students as necessary.

**End of semester**

1. Complete reports related to course content and activities as requested by program coordinator and/or Director.
2. Complete Part-Time Faculty Evaluation form for each part-time/adjunct faculty member and submit to Program Director.

Approved 9/30/2011

Revised 8/19/2014

Revised June 2020

## **Title: Part Time Clinical Faculty**

### **Purpose of Position**

To provide clinical instruction to students in the School of Nursing and Allied Health in the assigned program.

### **Principle duties and responsibilities may include, but are not limited to:**

#### **Clinical (if applicable)**

1. Instruct students in the clinical setting.
2. Select clinical/laboratory assignments appropriate for the level of the course (if applicable).
3. Implement course specific clinical learning experiences.
4. Evaluate opportunities for clinical experiences in each clinical facility.
5. Assist course coordinator with communicating course responsibilities.
6. Communicate promptly with course coordinator to report student absences, student behavior/progress, and unusual occurrences.
7. Assess student performance in the clinical setting according to School of Nursing and Allied Health evaluation methods.
8. Uphold the current standards of nursing practice as established and required by clinical facilities, state regulatory agencies and accrediting bodies.
9. Assure students are in compliance with medical and legal requirements while participating in clinical experiences.
10. Attend mandatory faculty orientation as required by the School of Nursing and Allied Health and/or clinical facility.
11. Provide mandatory student orientation as required by School of Nursing and Allied Health and/or clinical facility.

#### **Education/Licensing/Professional Requirements**

1. Educational preparation shall be at least equal to the level of the program as required by state boards and accrediting bodies.
2. Maintain program appropriate active Kentucky and/or compact state licensure, and meet any additional requirements as required by clinical agencies (which may include but is not limited to: immunizations, titers, liability insurance, CPR, TB screening, and annual influenza vaccination). The cost of meeting the clinical agency requirements is at the expense of the faculty.
3. Seeks opportunities to maintain professional credibility and competence, for example faculty practice, certification, professional development and/or consulting in field of expertise.

Refer to additional faculty responsibilities of all WKU faculty in the WKU Faculty Handbook.

Approved 9/30/2011

Revised 8/19/2014

Revised June 2020

## **Title: Director, Nursing Clinical and Simulation Laboratories**

### **Purpose of Position**

Coordinates activities and functions of the nursing simulation program to ensure that goals and objectives specified for each clinical section are accomplished in accordance with established CCNE, ACEN, and KBN requirements.

### **Principle duties and responsibilities may include, but are not limited to:**

1. Participate with and assist faculty in the development, implementation, and integration of simulation activities for nursing students.
2. Provide leadership for the processes of purchasing simulation equipment and laboratory supplies for the nursing clinical laboratories.
3. Work collaboratively with the learning resource coordinator and the SONAH Administrative Assistant to manage the skills lab budget.
4. Maintain unit documents and financial data.
5. Work with IT to obtain, install and maintain clinical simulation software and equipment.
6. Serve as faculty to students in teaching scenario / learning situations of nursing skills, simulations, and debriefing sessions.
7. Train faculty, support staff and students in selected technical aspects of simulation.
8. Participate in or lead tours of the simulation laboratory.
9. Serve as primary contact for outside organizations and departments seeking information about nursing simulation
10. Provide instructional support in the simulation lab for students and faculty to improve competencies and skills in meeting course objectives through simulation.
11. Develop and conduct evaluation of the effectiveness in providing simulation learning.
12. Schedule and coordinate simulation activities for each nursing course, as requested by course faculty.
13. Provide input to the Director for long-range planning for the use of simulation in nursing education.
14. Stay current with developments in the field of simulation technology and learning theory.
15. Maintain and update simulation lab to include, but not limited to: identifying software; supply and equipment needs; monitoring simulation equipment; troubleshooting and resolving problems.
16. Maintain records of all simulation activities including, but not limited to: numbers of students participating; numbers of faculty participating; numbers of hospital employees participating; video release forms; videotapes of simulation events.
17. Collaborate with appropriate individuals for scheduling use of simulation lab and nursing skills lab.
18. Conduct nursing skills demonstrations as requested by course faculty.
19. Assess student nurse competency in skills as requested by course faculty.
20. Coordinate remediation of nursing skills for students when requested by faculty.
21. Participates in special projects and functions
22. Perform other duties as assigned.

### **Educational/Licensing/Professional Requirements**

1. Minimum of a BS in Nursing or a health related field. Experience in clinical simulation is preferred.
2. Maintain Kentucky or compact state RN licensure if a registered nurse.
3. Seek opportunities to maintain professional competence related to simulation and healthcare.

Drafted 11/12/2012

Revised 8/19/2014

Revised May 2018

## **Title: Learning Resource Coordinator**

### **Purpose of Position**

To coordinate utilization of nursing skills laboratory, maintain nursing skills laboratory facilities and laboratory equipment, and assist faculty with skills laboratory learning experiences.

### **Principle duties and responsibilities may include, but are not limited to:**

#### **Coordinate Utilization of Nursing Skills Laboratory**

1. Schedule use of clinical space for laboratory activities.
2. Identify objectives for laboratory activities, evaluate usage of the laboratory, determine methods for maximizing use, and establish nursing skills laboratory policies.
3. Prepare a semester calendar that provides for maximum utilization of laboratory facilities in collaboration with faculty.
4. Prepare an annual report for the program evaluation committee on lab usage data (hours and students served), and inventory, condition of supplies, equipment and learning media.

#### **Maintain Nursing Skills Laboratory Facilities & Laboratory Equipment**

1. Assume responsibility for all aspects of equipment management in the nursing skills laboratory.
2. Perform needed routine maintenance and repair on training equipment to ensure longevity and proper functioning of all equipment.
3. Maintain a master listing of all equipment.
4. Obtain faculty input to determine supply needs for each nursing course.
5. Responsible for maintaining par levels for all laboratory supplies.
6. Perform bi-annual inventory of all supplies to maintain par levels.
7. Assure purchase of needed laboratory supplies and equipment.
8. Collaborate with Director of SONAH and program coordinators when ordering supplies to ensure cost effective purchases.

#### **Assist Faculty with Skills Laboratory Learning Experiences**

1. Assist faculty in supply location and setting up skills lab learning experiences.
2. Maintains the laboratory in readiness for independent skills practice, skills demonstration, and skills testing.
3. Serve as resource person to faculty in the area of skill practice and equipment usage.
4. Distribute specific skill supplies to students for take-home practice.
5. Provide assistance to faculty with skills check-offs.
6. Schedule skill practice and assists students in the laboratory during practice.
7. Provide in-services to faculty for new equipment or other learning resources.
8. Assist faculty in obtaining current educational aids such as videos for use in the classroom and/or student remediation.

#### **Simulation**

1. Participate in development of simulation initiatives and resources for School of Nursing and Allied Health programs.
2. Assist faculty with simulation experiences.
3. Serve as resource person to faculty in the area of simulation.
4. Other duties as required by the Faculty and/or Director of Simulation.

**Other Duties May Include**

1. Assist with recruitment and retention efforts.
2. Assist with planning and implementation of School of Nursing and Allied Health events.

**Educational/Licensing/Professional Requirements**

1. Minimum of a BS in Nursing
2. Maintain Kentucky or compact state RN licensure if a registered nurse.
3. Seek opportunities to maintain professional competence related to simulation and healthcare.

Approved 9/30/11

Revised 8/19/2014

Revised May 2018

## **Title: Coordinator of the Dental Hygiene Clinic**

### **Purpose of Position**

This position provides additional services of clinic management in conjunction with teaching, research, and service responsibilities within the dental hygiene program.

### **Principle duties and responsibilities may include, but are not limited to:**

1. Updating of WKU Dental Hygiene Manual each year to add and/or remove pertinent information in regard to program policies, protocols, procedure evaluations, clinical descriptions, and equipment.
2. Preparing student instrument kits for each incoming class.
3. Collecting student instrument kits from each graduating class.
4. Evaluating instruments/supplies within each student kit to determine when replacements are needed.
5. Preparing, packaging, and shipping instruments each summer for yearly maintenance.
6. Sharing information with faculty/staff in regard to new equipment/instruments to be evaluated for possible implementation in the clinical/lab setting.
7. Working directly with the Clinical Office Associate to provide information about ordering new supplies or equipment as needed.
8. Procuring quotes for equipment and/or supplies when needed.
9. Management of dental clinical equipment.
10. Contacting vendors for equipment repair when needed.
11. Monitoring of equipment within the clinic for routine maintenance as needed.

### **Education/Licensing/Professional Requirements**

1. Minimum of a Master's degree in dental hygiene or related area
2. Maintain licensure with the Kentucky Board of Dentistry.

## **Title: Coordinator of Clinical Education**

### **Purpose of Position**

Obtain and Maintain Clinical Agency Contracts. Ensure compliance with clinical agency requirements. Assist with clinical placement of students in the School of Nursing and Allied Health (SONAH).

### **Principle duties and responsibilities may include, but are not limited to:**

1. Work with program coordinators, faculty and clinical agencies to initiate, update and maintain affiliation agreements for all School of Nursing and Allied Health programs.
2. Consult with faculty about clinical course requirements.
3. Work with program coordinators, faculty and clinical agencies to ensure adequate clinical placements for all School of Nursing and Allied Health programs.
4. Communicate and collaborate with other local nursing programs to facilitate appropriate use of shared clinical agencies.
5. Discuss clinical placements and requirements with students.
6. Facilitate the process for obtaining and renewing affiliation agreements for compliance with State Board ~~KBN~~ and accrediting body regulations.
7. Participate in activities that enhance public relations with clinical agencies.
8. Coordinate SONAH Advisory Council meetings.
9. Maintain current databases of school affiliation agreements in collaboration with the Dean's office.
10. Serve as contact person for student concerns with clinical placement.
11. Provide annual report to the Program Evaluation Committee.
12. Assist with obtaining and maintaining documentation of student and faculty credentials to ensure compliance with clinical agency requirements (immunizations, licensure, insurance, CPR, TB updates, criminal background checks, etc.).
13. Work as a member of the support staff team to assist with various group projects to meet the needs of the School of Nursing and Allied Health.

### **Additional Duties**

1. Assist with recruitment and retention efforts.
2. Assist with planning and implementation of School of Nursing and Allied Health events.
3. Provide student support and advisement as needed.
4. Provide tours and information for potential students and their families.

### **Education/Licensing/Professional Requirements**

1. Minimum of a baccalaureate degree in a relevant field. Experience in developing and maintaining agency contracts preferred.
2. Maintain Kentucky or compact state RN licensure if a registered nurse.
3. Seek opportunities to maintain professional competence related to contract development.
4. Other required knowledge and skills include being detailed oriented with excellent organization skills, excellent communication and interpersonal skills, knowledge of healthcare systems and clinical agencies, ability to use Excel/Access to maintain data tracking, ability to follow up on agency contracts, collaboration with university attorney as needed and ability to work with diverse populations.



Approved 9/30/11  
Revised 8/19/2014  
Revised 5/8/2015  
Revised May 2018  
Revised June 2020

**Title: School of Nursing  
Administration Specialist**

This position assists the Director of the SONAH with administrative and financial management activities.

**Primary Duties and Responsibilities**

**Administrative duties:**

1. With the support of the Director, supervise Support Staff within all programs in the SONAH to include managing the Interview Exchange Process of hiring, initiating evaluations, scheduling, etc.
2. Using the Interview Exchange process, work with the Program Coordinators to initiate hiring of new faculty.
3. Schedule and coordinate meetings, appointments, and travel arrangements for the director.
4. Communicate with program staff to obtain documentation for new part-time faculty as requested by human resources and for academic affairs.
5. Prepare EPAFs for all new faculty, staff and graduate assistants.
6. Prepare hiring documents for part-time faculty members each semester, change workload hours in BANNER to reflect the appropriate number of hours and to allow for the nursing marketing adjustment.
7. Review and update nursing license for all faculty on the board of nursing web site each year to assure they remain in active status, updating their information in e-signature forms.
8. Send handwritten thank-you cards on behalf of the SON for donations made to our foundation accounts.
9. Liaison between Med Center and WKU Facilities Management for systems associated with building.
10. Ensure that all staff attend regular trainings to maintain skills necessary in their current positions.

**Budget duties:**

1. Responsible for all fiscal duties associated with the SONAH Indexes, E&G and Foundation.
2. Assist Director with annual budget process in line with the current CHHS Process.
3. Ensure financial records are maintained in compliance with accepted University policies and procedures.
4. Ensures that all purchases are made following the current WKU Discretionary Spending Policy, and that spending is within the approved annual budget.
5. Initiate purchases requested by lab director for clinical skills items with the procurement card and through the requisition process in the university system for the Health Sciences Complex and for South Campus, making sure that the funds are available to use.
6. Creates requisitions for all items that do not meet the procurement card purchasing guidelines.
7. Review purchases made with procurement cards, assuring that each item is assigned to the correct index, account code and receipts are made available for documentation.
8. Prepare monthly bank statements each month for the director to review spending and approve.
9. Allocate and post financial transaction details for each account using Quicken to reconcile with Banner Finance Reports monthly and at year-end.

10. Prepare travel vouchers for faculty and staff for clinical site travel and conference travel assuring that the guidelines are met.
11. Prepare payment authorizations and interaccount forms.
12. Prepare and coordinate deposit activities for application fees and continuing education registrations.
13. Analyze discrepancies from outside vendors and from WKU inter-accounts.
14. Create course fee reports for CHHS and Academic Affairs
15. Attend budget meetings conducted by CHHS.
16. Creates year-end report for the foundation office.
17. Reconcile individual SONAH indexes each month using Quicken Software.

### **Other**

1. Assigns duties to the staff team to meet the needs of the SONAH, including one-time joint projects that take place on an as needed basis.
2. Attends necessary training.
3. Serve as backup for the front office; answer telephone, greet visitors, conduct tours and provide information about the programs within the School of Nursing.
4. Other Duties as Assigned by the Director of the SONAH.

### **Educational/Professional Requirements**

1. Minimum of a bachelor's degree and documented supervisory or leadership experience.
2. A minimum of 2 years of comparable administrative experience.
3. Ability to learn several internal WKU Programs.
4. Capable of extended periods of computer concentration.
5. Strong interpersonal and communication skills.
6. Advanced knowledge of Microsoft Office Word, Excel, Access and PowerPoint.
7. Knowledge of website maintenance
8. Ability to work with minimum supervision.

## **Title: Office Associate**

### **Purpose of Position**

This position provides clerical and technical support for the various School of Nursing and Allied Health Programs and maintenance of program related student records.

### **Principle duties and responsibilities may include, but are not limited to:**

1. Maintain, review, and track all student academic and health records associated with the assigned program.
2. Review records and sends annual reminders to students when CPR, TB testing or other information must be updated.
3. Process and track student admissions materials and health records (Drug screen, Background checks, medical forms, CPR, immunizations, titers) for students.
4. Provide clerical support to faculty.
5. Send out program information to prospective students.
6. Facilitate office communication.
7. Change majors and assign ~~nursing~~ faculty advisors.
8. Monitor progression and assist with course registration for students.
9. Initiate, review, and revise Schedule Bulletin of courses offered each term.
10. Schedule meeting and events in Astra.

### **Technical and Data Management:**

1. Responsible for student and faculty data entry, tracking, and reporting to state boards and accrediting agencies.
2. Provide administrative support for admissions by developing excel spreadsheets with all needed data on each student.
3. Maintain School of Nursing and Allied Health website for assigned program.
4. Provide basic computer support for office related software questions as needed.

### **Other Duties:**

1. Assist with recruitment and retention efforts.
2. Assist with planning and implementation of School of Nursing and Allied Health events.
3. Provide student support and advisement.
4. Provide tours and guidance for potential students and their families.
5. Record minutes for committee meetings as assigned.
6. Maintain office equipment and order supplies.

### **Educational/Professional Requirements**

1. High School diploma or equivalent.
2. Clerical/office related experience preferred.

3. Computer word processing, spreadsheet, and database skills.
4. Proficient with a variety of office equipment.
5. Good organizational and communication skills.
6. Ability to manage multiple tasks.
7. Capable of extended periods of computer concentration.

Revised May 2018

Revised June 2020

## **Title: Dental Hygiene Clinical Office Associate**

### **Purpose of Position**

Coordinate all aspects of office reception for seventeen (17) chair dental clinic with fifty-six (56) student operators. Manage administrative and financial duties related to incoming revenue and business transactions for each day's clinic activities and payments. Oversee inventory and order of supplies and auditing purchasing card transactions. Supervise students in reception during scheduled clinic days. Maintain office, dental clinic and lab inventory.

### **Primary Duties and Responsibilities**

#### **Clinical Office Responsibilities:**

1. Scheduling patient appointments.
2. Greeting and facilitating the business of department visitors, dental clinic clients, service people, salesmen, prospective dental hygiene students, and current dental hygiene students.
3. Maintain a current list of dental patients seeking dental treatment.
4. Maintain HIPAA protocols.
5. Undergo and upkeep applicable OSHA training.
6. Distribute appropriate clinic documentation and information materials for dental patients.
7. Prepare new dental patient charts including computer-based indexing.
8. Accept payment and prepare receipt for dental services.
9. Explain basic services and fees to dental patients.
10. Answer telephones.
11. File patient charts.
12. Identify and pull inactive dental charts.
13. Prepare and arrange transfer of inactive dental charts to archives.
14. Pull outdated x-rays from mounts, label in envelopes and file in chart.
15. Arrange duplication, document x-ray transfer in patient chart and mail/email duplicate x-rays to private dental offices as needed.
16. Fielding all calls and updating students on schedule changes.
17. Perform general secretarial functions to support the faculty and staff of the department.
18. Assisting students to locate and schedule patients needed to fulfill their clinic requirements.
19. Compiling recall lists of patients for students to schedule for clinic each semester.
20. Monitor and respond to the dental hygiene clinic email address.
21. Other duties assigned by the program director.

#### **Supervise Students in Office During Clinical Sessions:**

1. Supervise students when scheduled for service, especially clinic reception.
2. Overseeing students on distribution of materials and supplies needed to run the clinic.
3. Educating students on phone etiquette as well as customer service.
4. Training students to accept and process payment for patient appointments.

#### **Inventory and Record Keeping:**

1. Maintain office files

2. Monitoring supply inventory and re-ordering when necessary.
3. Work with dental supply houses to order supplies
4. Preparing and processing requisitions for special orders requested by instructors and faculty.
5. Ordering sales product for the dental clinic.
6. Arranging nitrous and oxygen deliveries.
7. Processing dosimeters for instructors/faculty and students.
8. Creating and maintaining a calculus classification notebook to ensure patients are distributed fairly to students.
9. Gathering deactivated patient charts over 10 years old to be destroyed after receiving approval.
10. Filing current patient charts and assembling deactivated charts in a separate chart room.
11. Compiling and updating Safety Data Sheets notebook.

### **Administrative and Financial:**

1. Balancing each day's clinic activities and payments.
2. Prepare daily deposit slips.
3. Collecting and processing payments.
4. Preparing financial transmittals and submitting deposits to the cashier's office.
5. Submitting monthly sales tax to accounting department.
6. Processing insurance claims and payments.
7. Reconciling all orders and credit card charges to ensure accuracy.
8. Ensuring all necessary supplies and documents are available to clinic instructors and students.
9. Compiling and updating Safety Data Sheets notebook.
10. Auditing purchasing card transactions.
11. Entering the clinic schedule, in-coming students and assigning passwords in the Eaglesoft program.
12. Processing grade sheets in the out-going patient folders and distributing to instructors.
13. Overseeing sales of products.
14. Receive shipping as needed.

### **Educational/Professional Requirements:**

1. High School diploma or equivalent.
2. Clerical/office related experience preferred.
3. Computer word processing, spreadsheet, and database skills.
4. Proficient with a variety of office equipment.
5. Good organizational and communication skills.
6. Ability to manage multiple tasks.
7. Capable of extended periods of computer concentration.

## **Title: Office Assistant**

### **Purpose of Position**

This position provides clerical and technical support for the various School of Nursing and Allied Health Programs and maintenance of program related student records.

### **Principle duties and responsibilities may include, but are not limited to:**

1. Provide tours and guidance for potential students and their families.
2. Maintain office equipment and order supplies.
3. Provide clerical support to faculty.
4. Send out program information to prospective students.
5. Facilitate office communication.
6. Schedule meeting and events in Astra.
7. Provide basic computer support for office related software questions as needed.
8. Assist with recruitment and retention efforts.
9. Assist with planning and implementation of School of Nursing and Allied Health events.
10. Provide student support and advisement.
11. Facilitate student appointments with faculty.

### **Educational/Professional Requirements**

1. High School diploma or equivalent.
2. Clerical/office related experience preferred.
3. Proficient with a variety of office equipment.
4. Good organizational and communication skills.

Approved 9/30/11  
Revised 8/19/2014



## **ADMINISTRATIVE/PEER REVIEW POLICY**

### **I. Purpose and Scope**

The purpose of peer review is to provide information to a faculty member to improve 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.

### **II. Policy**

All SONAH faculty, tenured and non-tenured, will have an annual peer review completed. If the faculty member is a non-tenured tenure track employee, the faculty member must have at least one annual peer review completed by an administrator.

### **III. Procedure**

Each year faculty will select a peer to attend their class and/or review their online teaching sites. The faculty peer will provide feedback to the reviewed faculty member and SONAH administration via the appropriate peer review documents. The faculty member being reviewed should retain electronic copies of these peer reviews for future documentation of teaching effectiveness for evaluations and tenure/promotion materials.

Faculty who are on tenure track, but are not yet tenured, will also select either their program coordinator or the Director of the School of Nursing and Allied Health and make arrangements for the annual administrative review.

### **IV. Related Policies:**

CHHS Continuance, Promotion and Tenure Policies (Tenure Eligible), CHHS Faculty Handbook 8th Edition, p. 24.

Approved 5/08/2015

Revised June 2020

# **CLINICAL LEARNING AGREEMENTS FOR PRE-LICENSURE NURSING STUDENTS POLICY**

## **I. Purpose and Scope**

In order to protect patient safety and to comply with clinical agency requirements and Kentucky Board of Nursing recommendations, the following policy will apply to all students who are accepted into any Pre-licensure WKU School of Nursing and Allied Health Program.

## **II. Policy**

Faculty teaching in the clinical setting are ultimately responsible for student learning activities. Faculty who assign students to distant units or off site locations to perform advanced nursing skills are responsible for delegating oversight of students to appropriately qualified staff members.

### **Definitions**

**Basic Nursing Skills:** When a student nurse is assigned to a hospital unit or to a community site away from the clinical instructor, the student may perform basic nursing skills at the request of the clinical agency. For example, students may perform vital signs, assist with patient hygiene, feeding and patient positioning. Students at the distant location may engage in basic nursing skills if the staff on the unit allow the student to do so. Participating in basic skills does not require a signed learning agreement form.

**Advanced Nursing Skills:** Student health care professionals assigned to distant clinical sites or units (such as surgery, endoscopy, emergency room, community health sites and other sites where a nursing faculty member is not immediately available) may not perform advanced nursing skills (invasive procedures or medication administration) UNLESS there is an experienced Registered Nurse who is willing and able to oversee the student.

**Appropriately Qualified Staff Member:** For the purpose of this policy, an appropriately qualified staff member will be a Registered Nurse with at least 2 years experience in the clinical area who agrees to assist the student with the learning activity.

## **III. Procedure**

1. Clinical faculty members will make arrangements in advance for students to be present at distant units or community sites.
2. Clinical faculty members will communicate with staff members concerning student's learning needs and abilities.
3. Clinical faculty will distribute learning agreement forms to students who will take the forms with them to the distant learning site and obtain staff signatures to document compliance with this policy IF they will be participating in either medication administration or invasive

procedures at this distant location. Students will be responsible for returning these forms to the clinical faculty.

4. Faculty will return the forms to the program office staff, who will scan and file the forms by course and semester on the shared drive.

#### **IV. Related Documents**

##### **Learning Agreement Form for Advanced Nursing Skills**

**[http://www.wku.edu/nursing/documents/handbook/learning\\_agreement\\_form\\_for\\_advanced\\_nursing\\_skills\\_20160129.pdf](http://www.wku.edu/nursing/documents/handbook/learning_agreement_form_for_advanced_nursing_skills_20160129.pdf)**

Added and Approved 12/4/2015

## **School of Nursing and Allied Health Guidelines for Promotion and Tenure**

The School of Nursing and Allied Health Faculty Handbook may be more specific than the WKU Faculty and CHHS Faculty Handbooks and may be more demanding with regard to specific requirements for faculty. Specific criteria for School of Nursing and Allied Health Faculty can be found in Appendix A of this document.

**Note:** Faculty previously housed in the Division of Health Sciences in University College who joined academic units in CHHS and were appointed on or before July 01, 2011 will adhere to departmental criteria for promotion and tenure as per Memorandum of Agreement dated July 08, 2011.

**APPENDIX A**  
**School of Nursing and Allied Health Specific**  
**Promotion and Tenure Guidelines**  
**for Nursing Faculty**

*These guidelines apply to faculty appointments with a  
start date of July 2020 or later and apply to Tenure  
Eligible Lines.*

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 (CHHS) faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom.

Preamble --- The outcomes specified in the following sections are examples of outcomes or evidence that a candidate may use to guide his/her activity. Candidates are encouraged to document any and all relevant evidence of their contributions to advancing their discipline and to better educating our students. These guidelines do not apply to pedagogical faculty or to faculty at the rank of Instructor, clinical ranks, and the like. Guidelines are planned for development for these aforementioned types at a later date.

Tenure-track faculty and Tenured Associate Professors are expected to achieve the targets described in the areas of teaching, research and creative activities, service, and professionalism. However, variations in quantity based on quality of faculty accomplishments and/or workload will be considered during the evaluation processes.

Exceptionally well-prepared tenure-track faculty may wish to apply for promotion to Associate Professor before they are eligible for tenure. The following guidelines apply for promotion in this case as well.

**Teaching**

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

- Peer evaluation 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 evaluation needs to be systematic and evaluative. Department Heads/Directors in CHHS will observe probationary, tenure-track faculty on an annual basis. In addition, at least one other peer evaluation should be completed annually for all probationary, tenure-track faculty members. The latter evaluation should be conducted by a tenured faculty either within or outside his/her respective department/school. CHHS will provide training

sessions/workshops to tenured faculty who may serve as peer evaluators.

- Student assessment includes University-administered student course evaluations Student Input to Teaching Effectiveness (SITE) and may also document other forms of student course feedback. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations, nominations for faculty awards, superlative student emails and/or letters of recommendation.

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, evaluations, instructional materials; evidence of curricular development or innovation; student written comment or other feedback; contributions to lab manuals or other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships or clinical experiences, and involvement with and mentoring student research or creative projects); development of unique (non-reproduced) honors courses or sections and/or working with honors students on augmentation contracts and projects; development of study abroad course(s); description of student attainments contributed to by faculty member; 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.

A rubric is provided to determine a numeric score. This rubric will be used in delineating indicators of teaching performance.

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 satisfactory level for the categories defined in the evaluation rubric, there should be evidence that teaching is overall excellent. Thus, the majority of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

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 satisfactory level for the categories defined in the evaluation rubric, there should be evidence that teaching is overall excellent. Thus, the majority of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

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 satisfactory level for the categories defined in the evaluation rubric, there should be evidence that teaching is overall excellent. Thus, the majority of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

## **Rubric for Faculty Teaching Effectiveness Evaluation**

Teaching includes a broad range of activities. Faculty must address at least the following areas related to teaching effectiveness:

- Systematic organization of courses
- Effective presentation
- Assessment procedures
- Student assessment and feedback
- Student performance/success of students
- Critical thinking and/or creative abilities effectiveness
- Research/scientific or technological innovations
- Development of learning resources
- Developing/scheduling/teaching courses
- Development of web-based/web-supported, support of globalization

This rubric will be used in delineating indicators of teaching performance and will be used by the tenure and promotion committees. The table below lists suggested examples of effective teaching, followed by a scoring rubric where 0 indicates “unsatisfactory”, 1 represents “satisfactory” and 2 refers to “excellent”.

## Rubric for Faculty Teaching Effectiveness Evaluation

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
<p><b>Systematic organization</b> of appropriate materials for presentation and communication to students of course objectives, plan of study, and means of student performance evaluations</p>	<p>Individual systematically revises course content/topics, organization, and materials in response to new developments in their field. Syllabi follow WKU guidelines and define course objectives and means of student evaluation. Course material is consistently well-organized.</p>	<p>Individual provides well-organized and thorough syllabus for each course taught. Syllabi follow WKU guidelines and define course objectives, topics, and means of student evaluation. Course material is somewhat well-organized.</p>	<p>Course topics reflects outdated materials. Syllabi fail to follow WKU guidelines and do not provide adequate information. There is a pattern of documented student complaints concerning disorganized coverage of material.</p>
<p><b>Effectiveness of presentation</b> by 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, games, and other forms of <b>student engagement</b>.</p>	<p>Individual uses multiple teaching/learning strategies to present course content, demonstrates excellent preparation for content delivery, and maintains flexibility in responding to student needs. Uses appropriate technology for learning. Consistently relates content to previous knowledge and/or future applications. Consistently facilitates discussion/interaction among or with students and responds effectively to student questions.</p>	<p>Individual delivers course content in efficient manner, demonstrates adequate preparation for content delivery, and uses multiple teaching/learning strategies. Occasionally relates content to previous knowledge and/or future applications. Occasionally encourages discussion/interaction among or with students.</p>	<p>Individual reads from notes. Individual fails to deliver adequate course content, demonstrates a lack of preparation for content delivery, and fails to use multiple teaching/learning strategies. Individual fails to or rarely relates content to previous knowledge and/or future applications. Individual fails to encourage discussion among or with students and fails to respond effectively to student questions/interactions.</p>



## Rubric for Faculty Teaching Effectiveness Evaluation Continued

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
<p><b>Assessment procedures,</b> Such as tests, grading practices, and clinical/lab performance.</p>	<p>Individual <i>develops</i> tests/assignments/evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with constructive feedback about their progress. <i>Tests/assignments are systematically up-dated, as needed.</i> Provides to students the <i>goals of assessment</i>, along with criteria, instructions, and expectations. Assessments are of <i>exceptional quality</i>, have <i>in-depth information including comments</i> and lend themselves to meaningful student feedback.</p>	<p>Individual administers tests/assignments/ evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with adequate feedback about their progress. Provides students with assessment criteria, instructions, and expectations. Assessments are of satisfactory quality, have adequate information and lend themselves to meaningful student feedback.</p>	<p>Individual lacks a systematic procedure for evaluation of student progress. Students frequently complain about evaluation methods/feedback in courses. Fails to provide students with assessment criteria and instructions. Assessments are of poor quality, have minimal information, and do not lend themselves to meaningful student feedback.</p>
<p><b>Student assessment and feedback</b> from course appraisals, SITE evaluations, comments and/or letters from students and/or alumni</p>	<p>A pattern of student feedback from course appraisals, emails and/or letters is consistently and <i>frequently above average</i> and supportive.</p>	<p>A pattern of student feedback from course appraisals/SITE evaluations and other student comments is consistently average and supportive. As appropriate, a pattern of improvement to consistently average ratings are identified.</p>	<p>Student feedback patterns are consistently below average and not supportive. A pattern of sufficient improvement is not identified.</p>

## Rubric for Faculty Teaching Effectiveness Evaluation Continued

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
<p><b>Student performance</b> on departmental or other standardized exams or on other measures of student learning; <b>Success of students</b> in acceptance to graduate and professional programs, in winning awards, in job placement, or in other highly significant achievements</p>	<p>Individual contributes to successful student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual supports students in <i>successful applications</i> to graduate and/or professional programs; supports students in <i>successful job attainment</i>.</p>	<p>Individual contributes to average student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual supports students in applications to graduate and/or professional programs; supports students in job searches.</p>	<p>Individual does not contribute to successful student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual provides minimal or no support to students in seeking and attaining discipline or professional opportunities and jobs.</p>
<p>Effectiveness with which students are stimulated to develop <b>critical thinking and/or creative abilities</b> and intellectual curiosity by such means as independent study, case studies or thesis projects or other means</p>	<p>Individual creates a <i>well-established learning environment</i> that encourages student questions, involvement, and debate. <i>Makes students a priority in being accessible and available to their needs. Encourages and allows for individual expression. Actively guides</i> students to be independent learners.</p>	<p>Individual encourages student questions, involvement, and debate. Assists students to be independent learners.</p>	<p>Individual does not promote students to be independent learners. Discourages student's questions, involvement, and debate.</p>
<p><b>Knowledge</b> of recent research, discoveries and literature in the field; the use of the latest scientific/technological innovations; <b>participation</b> in professional activities, such as training programs, technical seminars and self-study programs</p>	<p><i>Individual routinely provides assignments in professional literature. Belongs to relevant professional organizations directly related to their field of specialization. Individual can refer students to current information sources.</i></p>	<p>Individual covers basic materials in the field in a competent manner. Minimally assigns professional literature. Member of non-specific nursing organization (ex: ANA).</p>	<p>Individual fails to assign professional literature or to remain abreast of field. Student complaints concerning outdated materials or inadequacy of knowledge are frequent. Non-member of nursing organization.</p>

## Rubric for Faculty Teaching Effectiveness Evaluation Continued

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
<p><b>Development</b> of workbooks, Manuals, media, PowerPoint slides, outlines, online materials, other print and non- print <b>learning resources</b> developed primarily for course.</p>	<p>Individual <i>develops/revises</i> learning resources for instructional use, such as workbooks, manuals, course packets, media, PowerPoint slides, outlines, online materials, and in-class exercises.</p>	<p>Individual uses publisher created course supporting materials in addition to textbooks to enhance instruction.</p>	<p>Individual has limited use of materials to enhance learning.</p>
<p><b>Cooperation</b> in developing, <b>scheduling</b>, and <b>teaching</b> general undergraduate and graduate courses on and off campus</p>	<p>Individual plays a <i>major role</i> in the development and implementation of new courses and/or programs that reflect trends in the area of specialization <i>or initiates interdisciplinary cooperation</i>. Individual <i>displays innovation</i> in major revisions of existing courses/curriculum. Individual supports department, college, and/or university effort in the teaching of needed courses.</p>	<p>Individual assists in implementation of new courses and/or programs. Individual supports department, college, and/or university efforts in the teaching of needed courses.</p>	<p>Individual takes no part in creation of new courses and/or programs. Individual actively interferes with attempts by other faculty to develop and implement new courses.</p>
<p><b>Development</b> or use of <b>web-based courses</b>, web-supported, study abroad and/or other <b>international academic programs</b>, and/or other efforts to <b>support globalization</b></p>	<p>Individual <i>develops or conducts</i> web-based, web-supported, and/or study abroad courses or other international academic programs; incorporates global concepts in courses.</p>	<p>Individual does not develop or conduct web-based, web-supported, and/or study abroad courses or international academic programs. Individual enhances courses through other technology means. Individual incorporates global concepts in courses.</p>	<p>Individual fails to utilize technology to enhance courses. Individual does not incorporate global concepts in courses.</p>

## University/Public Service

All tenure-track and tenured 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 CHHS and WKU. Each CHHS faculty is required to demonstrate evidence of participation in both university and public service.

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

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

Note: Faculty at the assistant professor rank are encouraged to refrain from service on the University Senate in their first two years of employment at WKU due to the significant time commitment involved.

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

- Special assignments from the Department Head/Director/Dean
- Specific tasks and contributions to program accreditation activities
- Writing self-study or accreditation documents
- Mentoring/advising new faculty
- Mentoring/advising student groups
- Direction of internships professional clubs and other organizations
- Creation/maintenance of advisory groups
- University initiatives
- Participation in student recruitment activities
- Development of recruitment materials
- Participation in fundraising, public relations, and marketing of programs
- Program review for the university
- Organizing colloquia and seminars for department or college

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 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-reviewer for journal articles, chapters, etc.)

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

- Expert assignment or appointment to a policy advisory committee
- Organizers/directors of seminars, workshops, and 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
- Collaboration 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
- Participation in meetings, symposia, conferences, workshops; through the development and presentation of materials for public awareness
- Technical assistance for an organization; may include grant proposals and awards
- Author of questions for licensure or certification exams

**Rubric for Faculty Promotion: Assistant to Associate Professor**

Demonstrates a tangible record of excellent performance of increased involvement in department, college, university, and public service. And

University Service	Public Service
1. At least 2 years of service on one committee at the college or university level and 2. At least 2 years of service on two committees each academic year at the department/school level	At least 1 year of service on one or more of the following: 1. international committee                      4. state committee 2. national committee                              5. local committee 3. regional committee

**Rubric for Faculty Tenure**

University Service	Public Service
1. At least 2 years of service on one committee at the college or university level and 2. At least 2 years of service on two committees each academic year at the department/school level	At least 1 year of service on one or more of the following: 1. international committee                      4. state committee 2. national committee                              5. local committee 3. regional committee

**Rubric for Faculty Promotion: Associate to Professor**

Demonstrates a tangible record of exceptional and high-quality performance of leadership, distinction, and significant contribution in department, college, university, and public service.

University Service	Public Service
1. At least 2 years of service on a committee at the college or university level and 2. At least 2 years of service in a leadership role on 1 committee at the department/school level	At least 2 years of service and at least one leadership role on one or more of the following: 1. international committee                      4. state committee 2. national committee                              5. local committee 3. regional committee

## **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 CHHS there are many types of empirical research involving the use of quantitative and/or qualitative techniques that fall within the scholarship of discovery. Work that is original and a critical analysis and review of work in one's field or is an extension of the scientific work of others may constitute the scholarship of discovery. Examples include interdisciplinary works, such as those which use economic, health, psychological/ sociological analyses, reviews and essays which 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 may 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; and 6) 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 work in interior design or fashion merchandising, such as design of products or projects, and creation of new techniques, technologies, materials, and methods to advance the art and science of one's discipline. These endeavors should translate to papers in peer-reviewed publications and extramural grants and contracts.

**Rubric for Faculty Promotion: Assistant to Associate Professor**

<b>Publications</b>	<b>Scholarly Presentations</b>	<b>Grants/ Contracts</b>
<p>Four (4) or more peer-reviewed publications or significant creative works (as recognized in the applicant’s discipline) are required to be promoted to the rank of associate professor. At least one shall be first authored. If the faculty has held the rank of assistant professor at another university immediately prior to hire at WKU, at least two (2) of the four (4) publications are required since appointment at WKU.</p>	<p>Three (3) or more poster/podium presentations at peer-reviewed international, national, regional, and state conferences/ meetings are required. At least two of these are first authored, with one required at the national level or higher.</p>	<p>Evidence of submission of at least one internal or external grant/contract as PI, Co PI, or Key Personnel.</p>

*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 be considered as first authorship.*

**Rubric for Faculty Tenure**

<b>Publications</b>	<b>Scholarly Presentations</b>	<b>Grants/Contracts</b>
<p>Four (4) or more peer-reviewed publications or significant creative works (as recognized in the applicant’s discipline) are required to be promoted to the rank of associate professor. At least one shall be first authored. If the faculty has held the rank of assistant professor at another university immediately prior to hire at WKU, at least two (2) of the four (4) publications are required since appointment at WKU.</p>	<p>Three (3) or more poster/podium presentations at peer-reviewed international, national, regional, and state conferences/ meetings are required. At least two of these are first authored, with one required at the national level or higher.</p>	<p>Evidence of submission of at least one internal or external grants/contracts as PI, Co PI, or Key Personnel.</p>

*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 be considered as first authorship.*



**Rubric for Faculty Promotion: Associate to Professor**

The following expectations are cumulative from the time of appointment as Assistant Professor in CHHS. 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.

Publications	Scholarly Presentations	Grants/Contracts
<p>At least 10 peer-reviewed publications or significant creative works (as recognized in certain disciplines) are required.                      At least 4 of these publications/works must be first authored.                      An additional 3 publications/works must be third authored or higher.</p> <p>A minimum of 6 publications are required since promotion to Associate Professor.</p>	<p>At least 6 poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings. At least 3 of these are first presenter. At least 2 required at the national level or higher.</p> <p>A minimum of 3-presentations are required since promotion to Associate Professor.</p>	<p>Evidence of submission of at least one internal or external grants/contracts as PI, Co PI, or Key Personnel.</p>

*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 be considered as first authorship.*

## **APPENDIX B**

### **School of Nursing and Allied Health Guidelines for Promotion for Pedagogical Appointments**

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 (CHHS) faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom.

The College appoints professorial faculty members on a pedagogical track in accord with Academic Affairs Policy 1.1990. These are fulltime, tenure-eligible appointments for faculty members engaged primarily in instructional activities and service. Pedagogical faculty members must meet the academic qualifications for tenure-eligible appointments and must complete the same probationary period as other tenure-eligible faculty. They are eligible for promotion. The College expects pedagogical faculty members to bring a high level of conceptual and theoretical ideas to their instructional tasks and to have innovative skill sets that enhance the intellectual development of their colleagues and their students. They are also expected to provide university and public service. Pedagogical faculty appointments do not, however, carry an expectation of involvement in scholarly research. Consequently, pedagogical faculty members will normally have a teaching load commensurately higher than that of tenure-track faculty members in their unit who carry responsibilities in both teaching and research.

Preamble --- The outcomes specified in the following sections are examples of outcomes or evidence that a candidate may use to guide his/her activity. Candidates are encouraged to document any and all relevant evidence of their contributions to advancing their discipline and to better educating our students.

Tenure-track faculty and Tenured Associate Professors are expected to achieve the targets described in the areas of teaching, service, and professionalism. However, variations in quantity based on quality of faculty accomplishments and/or workload will be considered during the evaluation processes.

Exceptionally well-prepared tenure-track faculty may wish to apply for promotion to Associate Professor before they are eligible for tenure. The following guidelines apply for promotion in this case as well.

#### **Teaching**

All tenure-track and tenured faculty need to demonstrate continuing evidence of teaching performance. Because teaching effectiveness is highly regarded in CHHS, faculty focus

considerable time preparing for and delivering class instruction. The evidence to assess teaching effectiveness comes from multiple sources to include peer evaluations, involvement in pedagogical training, and student assessments. Peer evaluations and student assessments will be used by tenure and promotion committees in the collective assessment of teaching effectiveness.

- Peer evaluation 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 evaluation needs to be systematic and evaluative. Department Heads/Directors in CHHS will observe probationary, tenure-track faculty on an annual basis. In addition, at least one other peer evaluation should be completed annually for all probationary, tenure-track faculty members. The latter evaluation should be conducted by a tenured faculty either within or outside his/her respective department/school. CHHS will provide training sessions/workshops to tenured faculty who may serve as peer evaluators.
- Student assessment includes University-administered student course evaluations Student Input to Teaching Effectiveness (SITE) and may also document other forms of student course feedback. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations, nominations for faculty awards, superlative student emails and/or letters of recommendation.

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, evaluations, instructional materials; evidence of curricular development or innovation; student written comment or other feedback; contributions to lab manuals or other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships or clinical experiences, and involvement with and mentoring student research or creative projects); development of unique (non-reproduced) honors courses or sections and/or working with honors students on augmentation contracts and projects; development of study abroad course(s); description of student attainments contributed to by faculty member; 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.

A rubric is provided to determine a numeric score. This rubric will be used in delineating indicators of teaching performance.

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 satisfactory level for the categories defined in the evaluation rubric, there should be evidence that teaching is overall excellent. Thus, the majority of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

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 satisfactory level for the categories defined in the evaluation rubric, there should be evidence that teaching is overall excellent. Thus, the majority of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

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 satisfactory level for the categories defined in the evaluation rubric, there should be evidence that teaching is overall excellent. Thus, the majority of indicators should be excellent (score of 2), and no indicators should be evaluated as unsatisfactory (score of 0).

#### Rubric for Faculty Teaching Effectiveness Evaluation

Teaching includes a broad range of activities. Faculty must address at least the following areas related to teaching effectiveness:

- Systematic organization of courses
- Effective presentation
- Assessment procedures
- Student assessment and feedback
- Student performance/success of students
- Critical thinking and/or creative abilities effectiveness
- Research/scientific or technological innovations
- Development of learning resources
- Developing/scheduling/teaching courses
- Development of web-based/web-supported, support of globalization

This rubric will be used in delineating indicators of teaching performance and will be used by the tenure and promotion committees. The table below lists suggested examples of effective teaching, followed by a scoring rubric where 0 indicates "unsatisfactory", 1 represents "satisfactory" and 2 refers to "excellent".

## Rubric for Faculty Teaching Effectiveness Evaluation

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
<p><b>Systematic organization</b> of appropriate materials for presentation and communication to students of course objectives, plan of study, and means of student performance evaluations</p>	<p>Individual systematically revises course content/topics, organization, and materials in response to new developments in their field. Syllabi follow WKU guidelines and define course objectives and means of student evaluation. Course material is consistently well-organized.</p>	<p>Individual provides well-organized and thorough syllabus for each course taught. Syllabi follow WKU guidelines and define course objectives, topics, and means of student evaluation. Course material is somewhat well-organized.</p>	<p>Course topics reflect outdated materials. Syllabi fail to follow WKU guidelines and do not provide adequate information. There is a pattern of documented student complaints concerning disorganized coverage of material.</p>
<p><b>Effectiveness of presentation</b> by 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, games, and other forms of <b>student engagement</b>.</p>	<p>Individual uses multiple teaching/learning strategies to present course content, demonstrates excellent preparation for content delivery, and maintains flexibility in responding to student needs. Uses appropriate technology for learning. Consistently relates content to previous knowledge and/or future applications. Consistently facilitates discussion/interaction among or with students and responds effectively to student questions.</p>	<p>Individual delivers course content in efficient manner, demonstrates adequate preparation for content delivery, and uses multiple teaching/learning strategies. Occasionally relates content to previous knowledge and/or future applications. Occasionally encourages discussion/interaction among or with students.</p>	<p>Individual reads from notes. Individual fails to deliver adequate course content, demonstrates a lack of preparation for content delivery, and fails to use multiple teaching/learning strategies. Individual fails to or rarely relates content to previous knowledge and/or future applications. Individual fails to encourage discussion among or with students and fails to respond effectively to student questions/interactions.</p>

## Rubric for Faculty Teaching Effectiveness Evaluation Continued

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
<p><b>Assessment procedures,</b> Such as tests, grading practices, and clinical/lab performance.</p>	<p>Individual <i>develops</i> tests/assignments/evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with constructive feedback about their progress. <i>Tests/assignments are systematically up-dated, as needed.</i> Provides to students the <i>goals of assessment</i>, along with criteria, instructions, and expectations. Assessments are of <i>exceptional quality</i>, have <i>in-depth information including comments</i> and lend themselves to meaningful student feedback.</p>	<p>Individual administers tests/assignments/ evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with adequate feedback about their progress. Provides students with assessment criteria, instructions, and expectations. Assessments are of satisfactory quality, have adequate information and lend themselves to meaningful student feedback.</p>	<p>Individual lacks a systematic procedure for evaluation of student progress. Students frequently complain about evaluation methods/feedback in courses. Fails to provide students with assessment criteria and instructions. Assessments are of poor quality, have minimal information, and do not lend themselves to meaningful student feedback.</p>
<p><b>Student assessment and feedback</b> from course appraisals, SITE evaluations, comments and/or letters from students and/or alumni</p>	<p>A pattern of student feedback from course appraisals, emails and/or letters is consistently and <i>frequently above average</i> and supportive.</p>	<p>A pattern of student feedback from course appraisals/SITE evaluations and other student comments is consistently average and supportive. As appropriate, a pattern of improvement to consistently average ratings are identified.</p>	<p>Student feedback patterns are consistently below average and not supportive. A pattern of sufficient improvement is not identified.</p>

## Rubric for Faculty Teaching Effectiveness Evaluation Continued

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
<p><b>Student performance</b> on departmental or other standardized exams or on other measures of student learning; <b>Success of students</b> in acceptance to graduate and professional programs, in winning awards, in job placement, or in other highly significant achievements</p>	<p>Individual contributes to successful student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual supports students in <i>successful applications</i> to graduate and/or professional programs; supports students in <i>successful job attainment</i>.</p>	<p>Individual contributes to average student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual supports students in applications to graduate and/or professional programs; supports students in job searches.</p>	<p>Individual does not contribute to successful student performance on departmental or national credentialing/licensing exams or on other measures of student learning. Individual provides minimal or no support to students in seeking and attaining discipline or professional opportunities and jobs.</p>
<p>Effectiveness with which students are stimulated to develop <b>critical thinking and/or creative abilities</b> and intellectual curiosity by such means as independent study, case studies or thesis projects or other means</p>	<p>Individual creates a <i>well-established learning environment</i> that encourages student questions, involvement, and debate. <i>Makes students a priority in being accessible and available to their needs. Encourages and allows for individual expression. Actively guides</i> students to be independent learners.</p>	<p>Individual encourages student questions, involvement, and debate. Assists students to be independent learners.</p>	<p>Individual does not promote students to be independent learners. Discourages student's questions, involvement, and debate.</p>
<p><b>Knowledge</b> of recent research, discoveries and literature in the field; the use of the latest scientific/technological innovations; <b>participation</b> in professional activities, such as training programs, technical seminars and self-study programs</p>	<p><i>Individual routinely provides assignments in professional literature. Belongs to relevant professional organizations directly related to their field of specialization. Individual can refer students to current information sources.</i></p>	<p>Individual covers basic materials in the field in a competent manner. Minimally assigns professional literature. Member of non-specific nursing organization (ex: ANA).</p>	<p>Individual fails to assign professional literature or to remain abreast of field. Student complaints concerning outdated materials or inadequacy of knowledge are frequent. Non-member of nursing organization.</p>

## Rubric for Faculty Teaching Effectiveness Evaluation Continued

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
<p><b>Development</b> of workbooks, Manuals, media, PowerPoint slides, outlines, online materials, other print and non- print <b>learning resources</b> developed primarily for course.</p>	<p>Individual <i>develops/revises</i> learning resources for instructional use, such as workbooks, manuals, course packets, media, PowerPoint slides, outlines, online materials, and in-class exercises.</p>	<p>Individual uses publisher created course supporting materials in addition to textbooks to enhance instruction.</p>	<p>Individual has limited use of materials to enhance learning.</p>
<p><b>Cooperation</b> in developing, <b>scheduling</b>, and <b>teaching</b> general undergraduate and graduate courses on and off campus</p>	<p>Individual plays a <i>major role</i> in the development and implementation of new courses and/or programs that reflect trends in the area of specialization <i>or initiates interdisciplinary cooperation</i>. Individual <i>displays innovation</i> in major revisions of existing courses/curriculum. Individual supports department, college, and/or university effort in the teaching of needed courses.</p>	<p>Individual assists in implementation of new courses and/or programs. Individual supports department, college, and/or university efforts in the teaching of needed courses.</p>	<p>Individual takes no part in creation of new courses and/or programs. Individual actively interferes with attempts by other faculty to develop and implement new courses.</p>
<p><b>Development</b> or use of <b>web-based courses</b>, web-supported, study abroad and/or other <b>international academic programs</b>, and/or other efforts to <b>support globalization</b></p>	<p>Individual <i>develops or conducts</i> web-based, web-supported, and/or study abroad courses or other international academic programs; incorporates global concepts in courses.</p>	<p>Individual does not develop or conduct web-based, web-supported, and/or study abroad courses or international academic programs. Individual enhances courses through other technology means. Individual incorporates global concepts in courses.</p>	<p>Individual fails to utilize technology to enhance courses. Individual does not incorporate global concepts in courses.</p>



## University/Public Service

All tenure-track and tenured 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 CHHS and WKU. Each CHHS faculty is required to demonstrate evidence of participation in both university and public service.

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

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

Note: Faculty at the assistant professor rank are encouraged to refrain from service on the University Senate in their first two years of employment at WKU due to the significant time commitment involved.

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

- Special assignments from the Department Head/Director/Dean
- Specific tasks and contributions to program accreditation activities
- Writing self-study or accreditation documents
- Mentoring/advising new faculty
- Mentoring/advising student groups
- Direction of internships professional clubs and other organizations
- Creation/maintenance of advisory groups
- University initiatives
- Participation in student recruitment activities
- Development of recruitment materials
- Participation in fundraising, public relations, and marketing of programs
- Program review for the university
- Organizing colloquia and seminars for department or college

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 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-reviewer for journal articles, chapters, etc.)

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

- Expert assignment or appointment to a policy advisory committee
- Organizers/directors of seminars, workshops, and 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
- Collaboration 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
- Participation in meetings, symposia, conferences, workshops; through the development and presentation of materials for public awareness
- Technical assistance for an organization; may include grant proposals and awards
- Author of questions for licensure or certification exams

**Rubric for Faculty Promotion: Assistant to Associate Professor**

Demonstrates a tangible record of excellent performance of increased involvement in department, college, university, and public service.

University Service	Public Service
1. At least 2 years of service on one committee at the college or university level <u>and</u>  2. At least 2 years of service on two committees each academic year at the department/school level	At least 1 year of service on one or more of the following: 1. international committee 2. national committee 3. regional committee 4. state committee 5. local committee

**Rubric for Faculty Tenure**

University Service	Public Service
1. At least 2 years of service on one committee at the college or university level <u>and</u>  2. At least 2 years of service on two committees each academic year at the department/school level	At least 1 year of service on one or more of the following: 1. international committee 2. national committee 3. regional committee 4. state committee 5. local committee

**Rubric for Faculty Promotion: Associate to Professor**

Demonstrates a tangible record of exceptional and high-quality performance of leadership, distinction, and significant contribution in department, college, university, and public service.

University Service	Public Service
1. At least 2 years of service on a committee at the college or university level <u>and</u>  2. At least 2 years of service in a leadership role on 1 committee at the department/school level	At least 2 years of service and at least one leadership role on one or more of the following: 1. international committee 2. national committee 3. regional committee 4. state committee 5. local committee

## APPENDIX C

### Guidelines for Promotion for Instructor Ranks

#### I. TEACHING

- A. Actively demonstrates roles and responsibilities of didactic and/or clinical teaching as outlined in the job description.
- B. Demonstrates evidence of a current knowledge base through participation in professional development activities to maintain teaching competency. An example may include CNE certification or attend a conference related to the course content.
- C. Demonstrates evidence of growth in classroom and/or clinical teaching as indicated by a consistent rating of good or above on the annual evaluations and evidence of incorporating feedback from peer and student evaluations to improve teaching effectiveness.
- D. Utilizes innovative teaching strategies, use of technology, and incorporates evidence-based practice in teaching.
- E. Contributes to collegial and collaborative relationships within the school, college, and university.

#### II. SERVICE

- A. Actively engages in professional and/or community service. Examples may include service as an officer within an organization or service on a Board of Directors, leading a KANS activity, or presentations to promote health or the SON.
- B. Actively participates in advisement and recruitment (if applicable to program) of students Regarding admission, progression, and fulfillment of program requirements.
- C. Serves as an active member of committees within the School of Nursing and/or at the college and university levels.
- D. Serves as a mentor for new faculty as needed.
- E. Serves as an active member in a professional organization.
- F. Consistently is rated as good or above on annual service evaluations.

**APPENDIX D**  
**School of Nursing and Allied Health Specific**  
**Promotion and Tenure Guidelines for Allied Health**  
**Faculty**

**Introduction**

The quality and success of the Department of Allied Health depends on the recruitment and retention of a highly qualified and motivated faculty. Once faculty have been recruited, it is vital that the department head, program directors, and senior faculty mentor junior faculty with regard to expectations for tenure and promotion. One aspect that is imperative to consider is the proper balance of teaching, service, and research.

The purpose of this document is to provide an overview of those expectations. Factors that are considered relevant to promotion and tenure are ones that respond to the implementation of Western Kentucky University's Strategic Plan. These factors are identified in this Tenure and Promotion document. The guidelines for tenure and promotion are based on the Faculty Handbook. Consistent with university expectations, annual faculty performance and evaluation will include contributions to university mission, strategic goals, and departmental action plans.

Additionally, faculty performance involves more than the tasks of teaching, research/scholarly activity, and service. A spirit of collegiality, volunteerism, and a "team" orientation are highly valued within the department. Therefore the Department of Allied Health has adopted a "decorum of collegiality" that also contributes into the overall performance and evaluation of faculty. The "decorum of collegiality" is as follows:

**Decorum of Collegiality**

Faculty are expected to be available to students and the community. Apart from their teaching responsibilities, faculty are encouraged to develop a balance in terms of their service to the community and their availability to students, the department, and the university.

Faculty should also establish an appropriate number of scheduled office hours per week, which will accommodate a variety of student schedules. The above expectations help to promote a team environment in which all faculty are available to students and for other departmental assignments. WKU CHHS faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom. Faculty members are professionals working together to promote the success of students, peers, and WKU.

### **Goal**

*Expectations for tenure and promotion within a university are often discussed within the context of research, teaching, and service. Many universities and departments across the United States have developed systems of tenure and promotion that favor research productivity over teaching and service. These expectations work to the detriment of departments that focus on teaching, service, and students. 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 service and research.*

### **EVALUATION CRITERIA**

#### **Teaching**

The Department of Allied Health places a premium on teaching and learning. Consistent with that focus, the faculty believe that teaching is the primary function 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, and enthusiasm with the underlying goal of increasing student learning.

Engaging students is inherent in the nature of the Department of Allied Health. Our students are engaged in a multitude of activities designed to make them successful in a global society.

Consequently, efforts to engage students in meaningful activities are valued endeavors.

Additionally, Academic Advising beyond that which occurs in the classroom or in relation to specific course content is an essential component of the role of the teacher. Within the Department of Allied Health, its importance is particularly relevant. Given the service-oriented nature of the Department of Allied Health, advising is an extension of what faculty do in the classroom.

Evaluation of teaching effectiveness may include, but is not limited to, a review of student evaluations, peer evaluation, alumni feedback, and teaching load. Additionally, demonstration of each of the following characteristics is expected in fulfillment of the role of the teacher.

- A.** Effective presentation and utilization of appropriate material in classroom, lab, online, and/or clinic, whether by lecture, discussion, assignment and recitation, demonstration, computer application, laboratory exercise, practical experience, and/or consultation with students;
- B.** Professional responsibility and judgment in the supervision of students and collaboration with other professionals;
- C.** Adherence to legal, ethical, and professional practice standards;
- D.** Demonstration of current professional competence, such as licensure, registration, certification, and/or documentation of professional development;
- E.** Demonstration of effective assessment procedures, such as tests, grading practices, clinical performance evaluation, etc.;
- F.** Professional responsibilities to students in terms of meeting class, maintenance of office hours, accessibility, returning materials in a timely fashion, etc.;
- G.** Demonstration of effective advising efforts toward helping students achieve their goals and objectives.

#### **Research/Scholarly Activity**

Efforts in this area may involve individual or collaborative endeavors and discipline-specific or multi-discipline endeavors. Evidence in this area may include, but is not limited to the following:

- A.** Publication of manuscripts, books, monographs, abstracts, case studies, and reports in refereed journals;
- B.** Presentation of peer-reviewed papers or posters at national professional meetings or at

- other significant scholarly meetings at local, state or regional level;
- C.** Development/major revision of a workshop, continuing education course, and/or materials for presentation at local, state, regional and national level;
- D.** Initiating, securing, and/or participating in activities supported by internal and external funds;
- E.** Publication of reports prepared for federal, state or local agencies;
- F.** Current ongoing research and other creative activity not yet resulting in publication, display or presentation;

### **Public and University Service**

Evidence in this area may include but is not limited to the following:

- A.** Service to external constituents; both public and private; ex. business, industry, agencies;
- B.** Serve as a reviewer, referee or editor for appropriate publications;
- C.** Presentations at the local, state, regional and national level;
- D.** Service to appropriate professional organizations;
- E.** Organize, coordinate, or otherwise support the activities associated with Program-, Department-, College-, or University-sponsored meetings, symposia, conferences, and workshops;
- F.** Development and presentation of public awareness material for radio, television and/or other media;
- G.** Service on departmental, college and university committees, councils, and senates;
- H.** Mentoring faculty both within the department and the university;



- I. Direction of internship or cooperative education programs, learning laboratories, professional clubs and other organizations, advisement of student organizations;
- J. Service to educational institutions and other agencies through contact with teachers and administrators; participation in science fairs and college day programs; lectures and presentations to the aforementioned entities;
- K. Development of tools and resources for use in the department;
- L. Volunteering professional services to local, state, and regional agencies;
- M. Engaging students in meaningful activities designed to prepare them to be contributing members of a global society.
- N. Mentoring student research.

### **STANDARDS FOR PROMOTION**

#### **PROFESSOR**

1. Academic Qualifications: An earned doctorate **or** the terminal degree in the appropriate discipline.
2. Experience: Normally, a minimum of five years service at the rank of Associate Professor, and a demonstrated commitment to professional development.
3. Teaching: Consistently superior performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Research/Scholarly Activity: A record of significant high quality productivity in research/scholarly activities.
5. Service: A record of significant high quality productivity in public and university service.

#### **ASSOCIATE PROFESSOR**

1. Academic Qualifications: An earned doctorate **or** the terminal degree in the appropriate discipline.
2. Experience: Normally, a minimum of five years service at the rank of Assistant Professor, and a demonstrated commitment to professional development.
3. Teaching: Consistently high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Research/Scholarly Activity: Tangible evidence of high quality productivity in research/scholarly activities.
5. Service: Tangible evidence of high quality productivity in public and university service.

### **ASSISTANT PROFESSOR**

1. Academic Qualifications: An earned doctorate **or** the terminal degree in the appropriate discipline.
2. Experience: Normally, a minimum of three years service at the rank of Instructor (may be waived for persons holding a doctorate or appropriate terminal degree), and a demonstrated commitment to professional development.
3. Teaching: Demonstrated progress in developing high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Research/Scholarly Activity: Potential is evidenced by involvement in research and scholarly activities.
5. Service: Potential is evidenced by involvement in public and university service.

## **PROMOTION FOR PEDAGOGICAL RANKS IN ALLIED HEALTH**

Per Academic Affairs Policy 1.1990 the primary assignment of pedagogical faculty will be teaching; the performance of scholarly research is not an expectation of the position. However, pedagogical faculty have the same responsibilities as any other tenure-eligible faculty as defined by the Faculty Handbook and college/school/department policies.

In accepting an appointment to the pedagogical faculty of WKU, an individual commits 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. Promotion and tenure will be based on previously established criteria for applicable areas in teaching, research, and service. (See Evaluation Criteria)

### **PEDAGOGICAL PROFESSOR:**

This is typically an individual who has had a significant impact on the pedagogical activities of the university, and who has achieved a national or international reputation for such. The doctoral degree, or terminal degree appropriate to the appointment, is required; substitutions to this requirement may not be made.

### **PEDAGOGICAL ASSOCIATE PROFESSOR:**

This is typically an individual who has established a high level of pedagogical competence, and an established track record of such excellence. S/he will typically have earned the terminal degree in his/her field; however, this requirement may be replaced by a masters' degree in an appropriate field plus significant experience in teaching at the college level.

### **PEDAGOGICAL ASSISTANT PROFESSOR:**

Typically a person serving in his or her initial academic appointment would be appointed at this rank. Like all tenure-eligible faculty, a pedagogical assistant professor will typically have earned the terminal degree in his/her field; however, this requirement may be replaced, if deemed appropriate for the field by

the unit seeking the appointment, by a masters' degree in an appropriate field plus significant experience in teaching at the college level.

### **PROMOTION FOR INSTRUCTOR RANKS IN ALLIED HEALTH**

Per Academic Affairs Policy 1.1111 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 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, research, and service. (See Evaluation Criteria)

#### **SENIOR INSTRUCTOR:**

1. Academic Qualifications: master's degree or baccalaureate degree with additional professional qualifications per Policy 1.1111.
2. Experience: Minimum of eight years' service at the rank of Instructor II or equivalent. For individuals holding an appropriate terminal degree, this is reduced to a minimum of six years of service at the rank of Instructor II or equivalent.
3. Teaching: Consistently superior performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Service: A record of significant high quality productivity in public and university service.

#### **INSTRUCTOR II:**

1. Academic Qualifications: master's degree or baccalaureate degree with additional professional qualifications per Policy 1.1111.
2. Experience: for individuals with an appropriate terminal degree, a minimum of six years of service at the rank of Instructor I or equivalent. For others, the following table applies:

<b>For Promotion Effective:</b>	<b>Minimum number of academic years during which service was performed at rank of Instructor I (or equivalent)</b>
AY 2016-2017	12 years
AY 2017-2018	10 years
AY 2018-2019	8 years
AY 2019-2020 and beyond	6 years

3. Teaching: Consistently high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Service: Tangible evidence of high quality productivity in public and university service.

**INSTRUCTOR I:**

1. Academic Qualifications: master’s degree or baccalaureate degree with additional professional qualifications per Academic Affairs Policy 1.1111.

Faculty members in instructor positions are evaluated annually by the Department Head. The evaluation will include an assessment of the individual’s involvement in educational programs, teaching effectiveness, student engagement, and (as appropriate) service contributions.

**ACADEMIC QUALIFICATIONS AND CRITERIA FOR PROMOTION FOR CLINICAL RANKS IN ALLIED HEALTH**

Per Academic Affairs policy 1.1980 position titles include Clinical Professor, Clinical Associate Professor, and Clinical Assistant Professor. A clinical practitioner rank is a continuing, non-tenure track faculty member whose primary responsibilities include teaching and supervision of students in a practice setting; scholarship undertaken is generally assumed to be oriented towards scholarship of application. The clinical track classification is to be used only for faculty who are engaged the majority of their instructional time in clinical or field settings, though, scholarship and university service is expected.

Clinical faculty typically have primary responsibility for providing direct service to patients or clients, training and supervising students, coordinating student field experiences and internships, and teaching classes in which they have particular clinical expertise. Their primary function is to help students acquire clinical skills needed in a professional environment. Clinical faculty are eligible for appointment to the Graduate Faculty. Clinical faculty are appointed to non-tenure-eligible, fixed-term continuing (CNTE, fixed term) positions. Appointments to the Clinical Faculty are based on recommendations by the Department Head to the Dean to the Provost for reporting to the Board of Regents.

Faculty members in clinical faculty positions will be evaluated annually by the department head. The evaluation will include an assessment of the individual's involvement in educational programs, clinical supervision, student teaching/counseling evaluations, and scholarly and service contributions. When a faculty member wishes to be considered for promotion he or she will follow departmental guidelines and criteria for promotion. Faculty at the rank of clinical associate professor with at least ten years of service at WKU shall be eligible for a professional leave. Promotion will be based on previously established criteria for applicable areas in teaching, research, and service. (See Evaluation Criteria)

### **CLINICAL PROFESSOR**

1. Academic Qualifications: The terminal degree in the appropriate discipline.
2. Experience: Normally, a minimum of five years' service at the rank of Clinical Associate Professor, and a demonstrated commitment to professional development.
3. Teaching: Consistently superior performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Research/Scholarly Activity: A record of significant high quality productivity in research/scholarly activities.
5. Service: A record of significant high quality productivity in public and university service.

## **CLINICAL ASSOCIATE PROFESSOR**

1. Academic Qualifications: The appropriate master's degree.
2. Experience: Normally, a minimum of five years of service at the rank of Clinical Assistant Professor, and a demonstrated commitment to professional development. Has attained an acknowledged standing among the faculty and community.
3. Teaching: Consistently high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Service: Tangible evidence of high quality productivity in public and university service.

## **CLINICAL ASSISTANT PROFESSOR**

1. Academic Qualifications: The appropriate master's degree.
2. Experience: Health professional who has documented qualities as a teacher of health and human services students, or as an important part of a clinical education program, and a demonstrated commitment to professional development.
3. Teaching: Demonstrated progress in developing high quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations.
4. Service: Potential is evidenced by involvement in public and university service.

Faculty for appointment to the rank of Clinical Assistant Professor and above are expected to demonstrate a balance of accomplishment and competence in clinical care, teaching, educational development, creativity, and service to the university/college. The candidates for clinical ranks have a reputation for making contributions to the profession.

### **TERMINAL DEGREES ACCEPTED**

Master's in discipline or related area, Doctor of Dental Medicine (DMD), Doctor of Dental Surgery (DDS), or Doctor of Philosophy (PhD), Doctor of Education (EdD).

TENURE

Candidates for tenure should possess the academic qualifications, and meet the standards for promotion to Associate Professor.

**ANNUAL REVIEW**

It is intended that the department head and program director will base annual reviews of faculty on the approved criteria for the appropriate achieved rank. Salary recommendations will be in accordance with annual reviews. Consistent with university expectations, annual faculty performance and evaluation will include a “statement outlining faculty member’s plans for the following year (specific objectives) as well as longer term professional goals.”

**Approval Status:**

Reviewed and Recommended by the Faculty, Department of Allied Health - 08/10/16.

Reviewed and Recommended by the Head, Department of Allied Health – 8/12/2016.

Reviewed and Recommended by the Dean, College of Health and Human Services\_\_\_\_\_.

Reviewed and Recommended by the Associate Provost/Vice President, Academic Affairs\_\_\_\_\_.