

Department of Public Health (DPH) Specific Promotion and Tenure Guidelines

Adopted December 6, 2023.

*These guidelines apply to faculty appointments with a
start date of July 2024 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) and Department of Public Health (DPH) faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom.

Preamble --- Department of Public Health (DPH) faculty is subject to the policies documented and updated regularly in the *WKU Faculty Handbook*, available online. The outcomes specified in the following sections are examples of outcomes or evidence that a candidate may use to guide their 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.

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.

Teaching

All tenure-track and tenured faculty need to demonstrate continuing evidence of teaching performance. Because teaching effectiveness is highly regarded in DPH, 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 their 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. The Department Chair in DPH 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 their respective department/school. DPH will provide training

sessions/workshops to tenured faculty who may serve as peer evaluators. Sample rubric for peer evaluation is available in Appendix A. It is recommended that post tenure faculty continue annual evaluations.

- 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. It is recommended that faculty include a reflective statement of their perceived teaching effectiveness which is supported by the additional evidence above.

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. All of the indicators should be satisfactory (score of 1), 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. All of the indicators should be satisfactory (score of 1), 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, 5 out of 8 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

Rubric for Faculty Teaching Effectiveness Evaluation

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".

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
Systematic organization of appropriate materials for presentation and communication to students of course objectives, plan of study, and means of student performance evaluations	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.	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.	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.
Effectiveness of presentation 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 student engagement .	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.	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.	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.

Rubric for Faculty Teaching Effectiveness Evaluation Continued

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
Assessment procedures, such as tests, grading practices, and clinical/lab performance.	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.	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.	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.
Student assessment and feedback from course appraisals, SITE evaluations, student comments.	A pattern of student feedback from course appraisals, emails and/or letters is consistently and <i>frequently above average</i> and supportive. As appropriate, a pattern of improvement to consistently average ratings are identified, or the narrative reflects revised changes and sound justification for below average scores made based on feedback.	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, or the narrative reflects <u>revised changes or sound justification for below average scores made based on feedback.</u>	Student feedback patterns are consistently below average and not supportive. A pattern of sufficient improvement is not identified.

Rubric for Faculty Teaching Effectiveness Evaluation Continued

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

Rubric for Faculty Teaching Effectiveness Evaluation Continued

Component	Excellent = 2	Satisfactory = 1	Unsatisfactory = 0
Development of workbooks, Manuals, media, PowerPoint slides, outlines, online materials, other print and non- print learning resources developed primarily for courses.	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.	Individual uses course supporting materials in addition to textbooks to enhance instruction.	Individual has limited use of materials to enhance learning.
Cooperation in developing, scheduling , and teaching general undergraduate and graduate courses on and off campus	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 <i>specialization 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.	Individual assists in implementation of new courses and/or programs. Individual supports department, college, and/or university efforts in the teaching of needed courses.	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.
Development or use of web-based courses , web-supported, study abroad and/or other international academic programs , and/or other efforts to support globalization	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.	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.	Individual fails to utilize technology to enhance courses. Individual does not incorporate global concepts in courses.

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 DPH and WKU. Each DPH 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>	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
2. At least 2 years of service on two committees each academic year at the department/school level	

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>	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
2. At least 2 years of service on two committees each academic year at the department/school level	

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>	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
2. At least 2 years of service in a leadership role on 1 committee at the department/school level	

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 DPH 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 their 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 public health, such as design of products or projects, and creation of new techniques or models, 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.

The following is an outline of typical scholarship activities/ processes in the health sciences and human services.

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

The following are recognized outlets for scholarship in the health sciences and human services.

- Publications in peer-reviewed scientific journals in the respective research or related discipline(s).
- Peer-reviewed presentations disseminated at international, national, regional, and state conferences.
- Scholarly Book or Textbook and/or a chapter published in a scholarly book or textbook. [Note: Scholarly sources (also referred to as academic, peer-reviewed, or refereed sources)]are written by experts in a particular field and serve to keep others interested in that field up to date on the most recent research and findings.

Rubric for Faculty Promotion: Assistant to Associate Professor

Publications	Scholarly Presentations	Grants/ Contracts
Three (3) or more peer-reviewed publications or a combination of five (5) 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.	Three (3) or more poster/podium presentations at peer-reviewed international, national, regional, and state conferences/ meetings are required. At least one of these are first authored.	Awarded at least two internal or external grant/contract. At least one as PI and one as Co-I, or Key Personnel.

Note: Student authorship is encouraged. If a student is listed as first author and primary faculty mentor as second/ senior author on a publication, the primary faculty mentor can be considered as first authorship.

Rubric for Faculty Tenure

Publications	Scholarly Presentations	Grants/Contracts
Three (3) or more peer-reviewed publications or a combination of five (5) 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.	Three (3) or more poster/podium presentations at peer-reviewed international, national, regional, and state conferences/ meetings are required. At least one of these are first authored.	Awarded at least two internal or external grant/contract. At least one as PI and one as Co-I, or Key Personnel.

Note: Student authorship is encouraged. If a student is listed as first author and primary faculty mentor as second/ senior author on a publication, the primary faculty mentor can 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 DPH. 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
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 first or second authored. A minimum of 4 publications are required since promotion to Associate Professor.	At least 10 poster/podium peer-reviewed presentations at international, national, regional, and state conferences/ meetings. At least 4 of these are first presenter. At least 2 required at the national level or higher. A minimum of 5-presentations are required since promotion to Associate Professor.	Serve on at least 1 awarded external grants/contracts as PI or Co PI and at least 3 additional internal/external grants/contracts as PI, Co-PI, or Co-I.

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 A

Classroom Teaching Observation Instrument Western Kentucky University

Name of Instructor: _____

Course Number/Title: _____

Name of Observer: _____

Date of Observation: _____

	Section I: Classroom Pedagogy	Observed Indicator	Growth Indicator	Not Applicable
1	Explains importance/purpose of topic and objectives	[]	[]	[]
2	Uses varied teaching strategies & approaches	[]	[]	[]
3	Presents instructional materials that are clear & readable	[]	[]	[]
4	Displays an organized, logical progression of ideas with effective transitions across topics	[]	[]	[]
5	Exposes students to material multiple times (e. g. revisits previous terms, requires reading before lecture)	[]	[]	[]
6	Knowledgeable about the subject matter	[]	[]	[]
7	Integrates evidence-based findings or examples that are relevant	[]	[]	[]
8	Attempts to clarify typical misconceptions (e.g. explains a topic in multiple ways)	[]	[]	[]
9	Verifies student understanding (e.g. q&a session, short quiz, classroom poll, think-pair-share)	[]	[]	[]
10	Concludes class with summarizing main ideas	[]	[]	[]

	Section II: Student Engagement	Observed Indicator	Growth Indicator	Not Applicable
11	Engages in student interactions that are respectful	[]	[]	[]
12	Requires preparation for class (e.g. assigned readings, reviews, quizzes, collection of examples)	[]	[]	[]

13	Raises questions designed to promote critical thinking and understanding	☐	☐	☐
14	Responds clearly to student questions	☐	☐	☐
15	Facilitates an environment where participation is encouraged	☐	☐	☐
16	Students have the opportunity to engage in active-learning	☐	☐	☐

	Section III: Classroom Management	Observed Indicator	Growth Indicator	Not Applicable
17	Provides clear direction for group work or other forms of active learning	☐	☐	☐
18	Manages discussions well (e.g. Doesn't allow one student to dominate or monopolize the group)	☐	☐	☐
19	Maintains an environment conducive to learning (e.g. minimizes distractions)	☐	☐	☐
20	Begins and ends class on time	☐	☐	☐

Additional feedback:

APPENDIX B

Guidelines for Promotion for Instructor Ranks

'Adapted from the WKU School of Nursing and Allied Health Specific Promotion and Tenure Guideline for Nursing Faculty

Academic Affairs Policy 1.111V is designed specific to instructor ranks and is designed for faculty in continuing, 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 Teaching Effectiveness Evaluation, University/Public Service Criteria, and Research/Creative Activities)

SENIOR INSTRUCTOR:

1. Academic Qualifications: master's degree or baccalaureate degree with additional professional qualifications per Academic Affairs Policy 1.111V.
2. Experience: A minimum of eight years' service at the rank of Instructor II or equivalent before a faculty member is eligible to apply for promotion. 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 before a faculty member is eligible to apply for promotion (WKU Faculty Handbook, 2024).
3. Teaching: Consistently superior performance with evidence of an organized effective approach to teaching and a record of favorable evaluations as established by the Teaching Effectiveness Evaluation Criteria contained in this document.
4. Service: A record of significant high-quality productivity in public and university service as specified in the University/Public Service section of this document.

INSTRUCTOR II:

1. Academic Qualifications: master's degree or baccalaureate degree with additional professional qualifications per Academic Affairs Policy 1.111V.
2. Experience: A minimum of six years of service at the rank of Instructor I or equivalent before a faculty member is eligible to apply for promotion. (WKU Faculty Handbook, 2024).
3. Teaching: Consistently high-quality performance with evidence of an organized effective approach to teaching and a record of favorable evaluations as established by the Teaching Effectiveness Evaluation Criteria contained in this document.
4. Service: Tangible evidence of high-quality productivity in public and university service as specified in the University/Public Service section of this document.

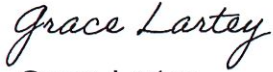
INSTRUCTOR I:

1. Academic Qualifications: master's degree or baccalaureate degree with additional professional qualifications per Academic Affairs Policy 1.111V.

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. The Teaching Effectiveness Evaluation Criteria contained in this document will be utilized as part of this evaluation as well as the University/Public Service and Research/Creative Activities sections as needed.

Document approval

Faculty approved this document on December 5, 2023. There were 11 faculty members eligible to vote, of which 7 participated. The vote was 7-0 to approve the T and P document. The voting was conducted anonymously through Qualtrics Survey Software and voting closed on December 5, 2023.



Grace Lartey

Interim Department Chair, Public Health

Tania B. Basta

Digitally signed by Tania B.
Basta
Date: 2025.10.22 17:19:48
-05'00'

Tania Basta, PhD

Dean, College of Health and Human Services



Robert Fischer, PhD

Provost, Western Kentucky University