# Guidelines for Promotion and/or Tenure
# Department of Biology
# Western Kentucky University

Biology is an extremely diverse science. Because of this diversity, specific metrics of performance cannot be applied equally across all subdisciplines. However, the Department of Biology values and expects excellence of all of its members, as considered within a candidate's subdiscipline. These guidelines represent exemplars of excellence in the areas of teaching, service, and where appropriate, research. We intend these guidelines to apply to faculty who are hired into a position after the date of approval of these guidelines, or who assume a new rank after the date of approval of these guidelines. We intend to use guidelines in place at the time of a candidate's hire or promotion to evaluate that candidate for promotion and/or tenure, as is deemed fair and equitable practice by the Department of Biology.

As a community of teachers and scholars, WKU Biology faculty members are expected to interact in an atmosphere of mutual respect, with integrity, honesty, and regard for academic freedom. They should work with each other responsively in a productive fashion that furthers the mission of the University and the success of students and colleagues.

Biology faculty are encouraged to participate in activities that support the mission of the University as appropriate for the discipline through study abroad, international research collaborations, inclusion of international students in research experiences, etc.

*Candidates should be aware that the College and University administrations may have additional expectations that a candidate must meet to be recommended for tenure and/or promotion, including benchmark numbers of publications or submission of extramural grant proposals.*

The following notes apply to documents for all stages of promotion and/or tenure:
*- Reviews from mentoring committees and the Department Head can be used to provide evidence for any or all exemplars listed below. In addition, the candidate may provide other outcomes and additional support mechanisms.*
*- Students may include Gatton Academy students, undergraduates, or graduate, or adult learners at WKU or other institutions.*
*- Examples of trans-departmental units are African-American Studies, Center for Gifted Studies, Center for Teaching & Learning, Gatton Academy, Honors Program, International Programs, Office of Scholar Development, Women's Studies & the Writing Center.*

## *Tenure and Promotion to Associate Professor – Guidelines for traditional faculty with research expectations*

*Preamble - Representatives of the Tenure and Promotion Committee, the candidate's departmental mentor, and the Department Head will work together with the candidate to develop a set of specific outcomes, including rate of publication and extramural funding efforts, which, once approved by the Tenure and Promotion Committee, will meet the department's expectation of excellence in research within the subdiscipline. The outcomes specified in this section are examples of outcomes or evidence of excellence that a candidate may use to guide his/her activity, and that are considered important by the Department of Biology. This is by no means an exhaustive list. 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.*

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

### *Teaching*

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Diversification | • Development of new course(s) or laboratories<br>• Format of courses taught (e.g., field, laboratory, lecture, online)<br>• Location of courses (extended campus, IVS, study abroad, study away)<br>• Number and levels of courses taught (introductory, upper level, graduate) |
| Practice | • Evidence of systematic presentation of accurate, current information in the candidate's classes<br>• Letters of support from current / past students<br>• Maintenance of good teaching habits, including posting current course syllabi with lecture/lab schedules on the Internet, beginning class on time, returning examinations in a timely manner, maintaining clear and consistent grading policies, posting and being available for office hours, and treating students in a fair, impartial and respectful manner |
| Quality | • Demonstrable efforts to challenge and develop the scientific, writing, and critical thinking skills of students<br>• Evidence of attention to recurring comments on evaluations by peers or students<br>• Favorable evaluations of teaching performance based on peer-appraisal<br>• Letters of support from current / past students<br>• Professional development in the area of teaching<br>• Thoughtful self-appraisal<br>• Student evaluations: a pattern of ratings using median scores that compares favorably with multiple university and departmental core items and improves over the candidate's career at WKU.<br>• Teaching awards |
| Tutelage | • Advising load comparable to departmental average<br>• Instruction of process-oriented courses |

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| | • Involvement of undergraduate and graduate students in research<br>• Letters of support from current / past students<br>• Mentoring student internships<br>• Serving on student research committees (Honors, MS, etc., at WKU or elsewhere) |

***Research and Other Scholarly Activity***

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Broader impacts | • Articles, audio, books, video or other media that present scientific information to the lay or general scientific public in a non-peer reviewed format in related discipline(s) of the candidate<br>• Discoveries, intellectual property, technology or the like for the benefit of problem-solving biological or educational issues<br>• Patents or copyrights<br>• Presentations as an invited speaker<br>• Presentations at professional meetings with an acceptable combination of<br>  ○ Co-authorship with students<br>  ○ Collaborator<br>  ○ Local / regional<br>  ○ National / international<br>  ○ Primary author |
| Fiscal / Infrastructure support | • Acquisition of new research equipment or capabilities<br>• Development of intellectual property<br>• Leadership in obtaining large-scale or multi-investigator funding<br>• Pursuit and/or attainment of intramural and extramural funding with greater emphasis on external grants that can fund a research project / program |
| Intellectual merit | • Peer-reviewed presentations in the candidate's research or related discipline(s) at professional meetings with an acceptable combination of:<br>  ○ Co-authorship with students<br>  ○ Collaborator<br>  ○ Local / regional<br>  ○ National / international<br>  ○ Primary author<br>• Publication of peer-reviewed, research-based science articles in the respective research or related discipline(s) with an acceptable combination of:<br>  ○ High impact within the candidate's subdiscipline<br>  ○ National / international prestige<br>  ○ Regularly distributed production as defined in the documents unique to the candidate and originating in consultation with the candidate’s mentor, representatives of the Tenure and Promotion Committee and the Department Head, and subsequently approved by the Tenure and Promotion Committee<br>  ○ Student (WKU preferred) authorship on research papers as defined in the documents unique to the candidate and originating in consultation with the candidate’s mentor, representatives of |

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| | the Tenure and Promotion Committee and the Department Head, and subsequently approved by the Tenure and Promotion Committee<br>• Research Awards |
| Personal / Student development | • Lead mentor for students completing thesis projects at WKU or elsewhere<br>o Honors<br>o MA / MS in biology<br>o Other degrees<br>• Professional development in the area of scholarship<br>• Supervisor of students in research projects (Biol399, Biol516, etc.) |

***University/Public/Professional Service***

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Departmental mission | • Advising students<br>• Advisor to departmental student organization<br>• Attendance at faculty meetings<br>• Chair of departmental committee(s)<br>• Conscientious service on departmental committees<br>• Participation in programs/activities that enhance the reputation of the department<br>• Service awards<br>• Sustained efforts directed at recruitment of new students to the department |
| Professional contributions | • Editorial staff for a professional journal<br>• Membership in professional society<br>• Officer in professional society<br>• Organizational roles in workshops and the like<br>• Referee/reviewer of grant proposals or manuscripts |
| Public service | • Service to local, state and national governmental agencies and commissions<br>• Work with K-12 schools, community groups, and the public |
| WKU mission | • Advisor to student organization<br>• Chair of college, center, trans-departmental unit or university committee<br>• Conscientious service to college, center, trans-departmental unit or university<br>• Efforts associated with initiatives such as:<br>o Diversity on campus<br>o Recruitment<br>o Retention<br>o Sustainability<br>o Wellness<br>• Organizational roles in workshops and the like<br>• Participation in programs/activities that enhance the reputation of the college, centers, trans-departmental units or university |

## *Tenure and promotion to Associate Professor – Guidelines for pedagogical faculty*

*Preamble - The outcomes and measures of outcomes specified in this section are examples of outcomes or evidence of excellence that a candidate may use to guide his/her activity, and that are considered important by the Department of Biology. This is by no means an exhaustive list. A candidate is encouraged to document any and all relevant evidence of their contributions to advancing their discipline and to better educating our students. Representatives of the Tenure and Promotion Committee, the candidate's departmental mentor, and the Department Head will work together with the candidate to develop a set of specific outcomes which, once approved by the Tenure and Promotion Committee, will meet the department's expectation of excellence in pedagogy. As specified in University policy 1.1990, pedagogical faculty lines carry no expectation of scholarly research.*

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

### *Teaching*

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Diversification | • Acquisition of new instructional equipment or capabilities<br>• Development of new course(s) or laboratory procedures<br>• Format of courses taught (e.g., field, laboratory, lecture, online)<br>• Location of courses (extended campus, IVS, study abroad, study away)<br>• Number and levels of courses taught (introductory, upper level, graduate) |
| Practice | • Evidence of systematic presentation of accurate, current information in the candidate's classes<br>• Letters of support from current / past students<br>• Maintenance of good teaching habits, including posting current course syllabi with lecture/lab schedules on the Internet, beginning class on time, returning examinations in a timely manner, maintaining clear and consistent grading policies, posting and being available for office hours, and treating students in a fair, impartial and respectful manner |
| Quality | • Demonstrable efforts to challenge and develop the scientific, writing, and critical thinking skills of students<br>• Evidence of attention to recurring comments on evaluations by peers or students<br>• Favorable evaluations of teaching performance based on peer-appraisal<br>• Investigation and adoption of new teaching methods and technologies<br>• Letters of support from current / past students<br>• Professional development in the area of teaching |

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| | • Student evaluations: a pattern of ratings using median scores that compares favorably with multiple university and departmental core items and improves over the candidate's career at WKU.<br>• Teaching awards<br>• Thoughtful self-appraisal |
| Tutelage | • Advising load comparable to departmental average<br>• Developing and supervising student teaching assistants<br>• Letters of support from current / past students<br>• Mentoring student internships<br>• Serving on student committees or advising student organizations |

***Scholarly Activity***

***The university does not require pedagogical faculty to engage in scholarly research.*** *However, scholarship in its broadest sense refers to learning and to building a body of knowledge. The Department of Biology values all relevant scholarly activities; therefore, a pedagogical faculty member is encouraged to contribute to the understanding and practice of teaching, and to disseminate their contributions in publications, at conferences, in other presentations, etc.*

| Outcomes | Examples of outcomes (candidate may supply others) |
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| Broader impacts | • Articles, audio, books, video or other media that present scientific information to the lay or general scientific public in a non-peer reviewed format<br>• Discoveries, intellectual property, technology or the like for the benefit of problem-solving biological or educational issues<br>• Presentation of professional development activities in instruction for other faculty (e.g. instructional technology)<br>• Presentations as an invited speaker<br>• Presentations at professional meetings with an acceptable combination of<br>  ○ Co-authorship with students<br>  ○ Collaborator<br>  ○ Local / regional<br>  ○ National / international<br>  ○ Primary author |
| Intellectual merit | • Developing local, regional, national or international recognition for innovation in teaching and relevant scholarly activities<br>• Documented exploration of the effectiveness of pedagogical initiatives in the candidate's courses<br>• Regular pursuit of professional development in the area of teaching |
| Personal / Student development | • Evaluation of teaching assistants<br>• Supervise teaching assistants at the undergraduate and graduate levels |

***University/Public/Professional Service***

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Departmental mission | • Advising students<br>• Advisor to departmental student organization |

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| | • Attendance at faculty meetings<br>• Chair of departmental committee(s)<br>• Conscientious service on departmental committees<br>• Participation in programs/activities that enhance the reputation of the department<br>• Service awards<br>• Sustained efforts directed at recruitment of new students to the department |
| Professional contributions | • Editorial staff for a professional journal<br>• Membership in professional society<br>• Officer in professional society<br>• Organizational roles in workshops, symposia, etc.<br>• Referee/reviewer of grant proposals or manuscripts |
| Public service | • Service to local, state and national governmental agencies and commissions<br>• Work with K-12 schools, community groups, and the public |
| WKU mission | • Advisor to student organization<br>• Chair of college, center, trans-departmental unit or university committee<br>• Conscientious service to college, center, trans-departmental unit or university<br>• Efforts associated with initiatives such as:<br>  ○ Diversity on campus<br>  ○ Recruitment<br>  ○ Retention<br>  ○ Sustainability<br>  ○ Wellness<br>• Organizational roles in campus workshops, symposia, etc.<br>• Participation in programs/activities that enhance the reputation of the college, centers, trans-departmental units or university |

## *Promotion to Professor: Guidelines for traditional faculty with research expectations*

*Preamble - Within an area (teaching, research, or service), the Department of Biology recognizes that very high success in some expected outcomes may counter lower success in other expected outcomes during the review period, but the complete absence of an expected outcome(s) will be detrimental to the promotion application. These guidelines represent activities that are valuable to the Department of Biology, and are presented in no particular order. These guidelines are not an exhaustive list, but are common examples of performance measures in the Department of Biology. Candidates should be aware that the College and University administrations currently view promotion to Professor as a larger step than promotion to Associate Professor, and may have additional expectations that a candidate must meet to be recommended for promotion, including benchmark numbers of publications, submission of extramural grant proposals, and prominence in the candidate's field of study. These guidelines do not apply to pedagogical track faculty.*

### *Teaching*

| **Expected outcomes** | **Measures of outcomes (candidate may supply others)** |
|---|---|
| Diversification | • Development of new course(s) or laboratories<br>• Format of courses taught (e.g., field, laboratory, lecture, online)<br>• Location of courses (extended campus, IVS, study abroad, study away)<br>• Number and levels of courses taught (introductory, upper level, graduate) |
| Practice | • Evidence of lucid and systematic presentation of accurate, current information in the candidate's discipline<br>• Letters of support from current / past students<br>• Maintenance of good teaching habits, including maintaining current course syllabi with lecture/lab schedules on the Internet, beginning class on time, returning examinations in a timely manner, maintaining clear and consistent grading policies, posting and being available for office hours and treating students in a fair, impartial and respectful manner |
| Quality | • Demonstrable efforts to challenge and develop the scientific, writing, and critical thinking skills of students<br>• Evidence of attention to recurring comments on evaluations by peers or students<br>• Favorable evaluations of teaching performance based on peer-appraisal<br>• Letters of support from current / past students<br>• Professional development in the area of teaching<br>• Student evaluations: a pattern of ratings using median scores that compares favorably with multiple university and departmental core items with non-negative slopes of scores over time.<br>• Thoughtful self-appraisal<br>• Teaching awards |
| Tutelage | • Advising load comparable to departmental average |

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| | • Completion of M.S. theses by mentored students<br>• Instruction of process-oriented courses<br>• Involvement of undergraduate and graduate students in research<br>• Letters of support from current / past students<br>• Mentoring student internships<br>• Serving on student research committees (Honors, MS, etc., at WKU or elsewhere) |

***Research and Other Scholarly Activity***

*Preamble—Tenure confers both opportunities and responsibilities. Opportunities include greater involvement in ancillary research activities that may enhance research acumen and productivity (e.g., editorship or serving on a panel for a granting agencies and sharing lessons learned with colleagues), or even reorientation of research direction with appropriate outcomes (grant writing and publications). Productivity as measured in publications and grant proposals should not be less than that expected of untenured faculty. Application for promotion to Professor should reflect a national / international scope of research, and a cohesive theme that goes beyond the expectations for a candidate's record as an Assistant Professor.*

| **Expected outcomes** | **Measures of outcomes (candidate may supply others)** |
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| Broader impacts | • Articles, audio, books, video or other media that present scientific information to the lay or general scientific public in a non-peer reviewed format in the research or related discipline(s) of the candidate<br>• Demonstrable national or international recognition / prominence in the candidate's discipline Discoveries, intellectual property, technology or the like for the benefit of problem-solving biological or educational issues<br>• Patents or copyrights<br>• Presentations as an invited speaker<br>• Presentation at professional meetings with an acceptable combination of<br>  ○ Co-authorship with students<br>  ○ Collaboration<br>  ○ Local / regional scope<br>  ○ National / international scope<br>  ○ Primary authorship |
| Fiscal / Infrastructure support | • Acquisition of new research equipment or capabilities<br>• Development of intellectual property<br>• Leadership in obtaining large-scale or multi-investigator funding<br>• Pursuit and/or attainment of intramural and extramural funding with greater emphasis on external grants that can fund a research project / program |

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| Intellectual merit | • Peer-reviewed presentations in the candidate's research or related discipline(s) at professional meetings with an acceptable combination of<br>  ○ Co-authorship with students<br>  ○ Collaboration<br>  ○ Local / regional scope<br>  ○ National / international scope<br>  ○ Primary authorship<br>• Publication of peer-reviewed, research-based science articles in the candidate's research or related discipline(s) with an acceptable combination of<br>  ○ High impact within the candidate's subdiscipline<br>  ○ National / international prestige<br>  ○ Regularly distributed production<br>  ○ Student (WKU preferred) authorship<br>• Research Awards |
| Personal / Student development | • Lead mentor for students completing thesis projects at WKU or elsewhere<br>  ○ Honors<br>  ○ MA / MS in biology<br>  ○ Other degrees<br>• Professional development in the area of scholarship<br>• Supervisor of students in research projects (e.g., 399, 516)<br>• Tangible results of sabbatical leave |
| Intellectual growth and leadership | • Serving as an officer of a professional society<br>• Serving as editor of a journal<br>• Serving as a program officer for a granting agency<br>• Serving on a national or international advisory panel<br>• Shouldering a leading role in departmental, college or university initiatives<br>• Successful exploration of new research directions as measured by publications and extramural funding |

***University/Public/Professional Service***

*Preamble - Tenure confers both opportunity and responsibility. Tenured faculty are expected to play important service roles that are not appropriate for untenured faculty, including time-consuming chair positions of important committees, inception and guiding of initiatives, mentoring of untenured faculty in our own or other departments, and providing uninhibited feedback to various administrative offices.*

| **Expected outcomes** | **Measures of outcomes (candidate may supply others)** |
|---|---|
| Departmental mission | • Advising students<br>• Advisor to departmental student organization<br>• Attendance at faculty meetings<br>• Chair of departmental committee(s)<br>• Conscientious service on departmental committees<br>• Mentoring junior faculty |

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| | • Participation in programs/activities that enhance the reputation of the department<br>• Service awards<br>• Sustained efforts directed at recruitment of new students to the department |
| Professional contributions | • Editorial staff for a professional journal<br>• Membership in professional societies<br>• Officer in professional societies<br>• Organizational roles in workshops and the like<br>• Referee/reviewer of grant proposals or manuscripts<br>• Service awards |
| Public service | • Service awards<br>• Service to local, state and national governmental agencies and non-governmental organizations<br>• Work with K-12 schools, community groups, and the public |
| WKU mission | • Advisor to student organization<br>• Chair of college, center, trans-departmental unit or university committee<br>• Conscientious, documented service to college, center, trans-departmental unit or university<br>• Leadership role in efforts associated with initiatives such as<br>  ○ Diversity on campus<br>  ○ Recruitment<br>  ○ Retention<br>  ○ Sustainability<br>  ○ Wellness<br>• Organizational roles in workshops and the like<br>• Participation in programs/activities that enhance the reputation of the college, centers, trans-departmental units or university<br>• Service awards |

## *Tenure and promotion to Professor – Guidelines for pedagogical faculty*

*Preamble - Within the area of pedagogy, these guidelines represent activities that are valuable to the Department of Biology, and are presented in no particular order. These guidelines are not an exhaustive list, but are common examples of performance measures in the Department of Biology. Candidates should be aware that the College and University administrations currently view promotion to Professor as a larger step than promotion to Associate Professor, and may have additional expectations that a candidate must meet to be recommended for promotion, including recognized prominence in the field of pedagogy beyond WKU. These guidelines only apply to pedagogical track faculty.*

### *Teaching*

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Diversification | • Acquisition of new instructional equipment or capabilities<br>• Development of new course(s) or laboratory procedures<br>• Expanding format of courses taught (e.g., field, laboratory, lecture, online)<br>• Expanding availability of courses (extended campus, IVS, study abroad, study away) |
| Practice | • Evidence of systematic presentation of accurate, current information in the candidate's classes<br>• Letters of support from current / past students<br>• Maintenance of good teaching habits, including posting current course syllabi with lecture/lab schedules on the Internet, beginning class on time, returning examinations in a timely manner, maintaining clear and consistent grading policies, posting and being available for office hours, and treating students in a fair, impartial and respectful manner |
| Quality | • Continued, demonstrable efforts to challenge and develop the scientific, writing, and critical thinking skills of students<br>• Evidence of attention to recurring comments on evaluations by peers or students<br>• Highly favorable evaluations of teaching performance based on peer-appraisal<br>• Continued investigation and adoption of new teaching methods and technologies<br>• Letters of support from current / past students<br>• Sustained professional development in the area of teaching<br>• Student evaluations: a pattern of ratings using median scores that compares highly favorably with multiple university and departmental core items and improves over the candidate’s career at WKU.<br>• Teaching awards at or beyond the university level<br>• Thoughtful self-appraisal |
| Tutelage | • Advising load comparable to departmental average<br>• Developing and supervising student teaching assistants<br>• Letters of support from current / past students<br>• Mentoring student internships<br>• Serving on student committees or advising student organizations |

***Scholarly Activity***

***The university does not require pedagogical faculty to engage in scholarly research.*** *However, scholarship in its broadest sense refers to learning and to building a body of knowledge. The Department of Biology values all relevant scholarly activities; therefore, a pedagogical faculty member is encouraged to contribute to the understanding and practice of teaching, and to disseminate their contributions in publications, at conferences, in other presentations, etc. Application for promotion to Professor should reflect a scope of scholarship that goes beyond those performed as an Assistant Professor if scholarly activities are going to be included in the application for Professor in a pedagogical line. See examples under Scholarly Activity for Assistant to Associate for the pedagogical line.*

***University/Public/Professional Service***

*Preamble - Tenure confers both opportunity and responsibility. Tenured faculty are expected to play important service roles that are not appropriate for untenured faculty, including time-consuming chair positions of important committees, inception and guiding of initiatives, mentoring of untenured faculty in our own or other departments, and providing uninhibited feedback to various administrative offices.*

| **Expected outcomes** | **Measures of outcomes (candidate may supply others)** |
|---|---|
| Departmental mission | • Advising students<br>• Advisor to departmental student organization<br>• Attendance at faculty meetings<br>• Chair of departmental committee(s)<br>• Conscientious service on departmental committees<br>• Mentoring junior faculty<br>• Participation in programs/activities that enhance the reputation of the department<br>• Service awards<br>• Sustained efforts directed at recruitment of new students to the department<br>• Continued pedagogical assistance to other faculty, including but not limited to peer-review of classroom instruction, assistance with course design or delivery |
| Professional contributions | • Editorial staff for a professional journal<br>• Membership in professional societies<br>• Officer in professional societies<br>• Organizational roles in workshops and the like<br>• Service awards |
| Public service | • Service awards<br>• Service to local, state and national governmental agencies and non-governmental organizations<br>• Work with K-12 schools, community groups, and the public |
| WKU mission | • Advisor to student organization<br>• Chair of college, center, trans-departmental unit or university committee |

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| | • Conscientious, documented service to college, center, trans-departmental unit or university<br>• Leadership role in efforts associated with initiatives such as<br>  ○ Diversity on campus<br>  ○ Recruitment<br>  ○ Retention<br>  ○ Sustainability<br>  ○ Wellness<br>• Organizational roles in workshops and the like<br>• Participation in programs/activities that enhance the reputation of the college, centers, trans-departmental units or university<br>• Service awards |

## *Promotion to or minimum requirements for appointment as Associate Professor – for research track faculty*

*Preamble – From WKU Policy and Procedure Document 1.1961 and 2.2101--A research faculty member is a full-time faculty member engaged primarily in research, creative activity, and/or outreach. The research faculty member usually possesses an earned doctorate, or other terminal degree or the equivalent and considerable research experience in his/her field. Individuals appointed in research faculty positions should demonstrate a basic level of leadership competence and be able to provide oversight over funded programs. Research faculty should be engaged in a personal program of research, creative activity or outreach that complements that of the department. Research faculty are expected to bring a high level of conceptual and theoretical ideas to the tasks at hand and have innovative skill sets that enhance the intellectual development of their colleagues. Except during the agreed startup period, or during periods of bridge funding, the salaries and fringe benefits for research faculty members are to be paid from external sources of funds. The existence of any research faculty position is contingent upon availability of funding.*
*Representatives of the Tenure and Promotion Committee, the candidate's departmental mentor, and the Department Head will work together with the candidate to develop a set of specific outcomes, including a sustained rate of publication and extramural funding efforts, which, once approved by the Tenure and Promotion Committee, will meet the department's expectation of excellence in research within the subdiscipline. The outcomes specified in this section are examples of outcomes or evidence of excellence that a candidate may use to guide his/her activity, and that are considered important by the Department of Biology. This is by no means an exhaustive list. Candidates are encouraged to document any and all relevant evidence of their contributions to advancing their discipline and to better educating our students.*

### *Research and Other Scholarly Activity*

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Broader impacts | • Articles, audio, books, video or other media that present scientific information to the lay or general scientific public in a non-peer reviewed format in related discipline(s) of the candidate<br>• Discoveries, intellectual property, technology or the like for the benefit of problem-solving biological or educational issues<br>• Patents or copyrights<br>• Presentations as an invited speaker<br>• Presentations at professional meetings with an acceptable combination of<br>  ○ Co-authorship with students<br>  ○ Collaborator<br>  ○ Local / regional<br>  ○ National / international<br>  ○ Primary author |
| Fiscal / Infrastructure support | • Acquisition of new research equipment or capabilities<br>• Development of intellectual property<br>• Leadership in obtaining large-scale or multi-investigator funding<br>• Pursuit and/or attainment of intramural and extramural funding with greater emphasis on external grants that can fund a research project |

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| | • Candidate must fund his/her own salary at a minimum of 50% of total effort from extramural sources for at least four years prior to application for promotion, at 100% of total appointed research effort during the year promotion is considered, and must have secured funding for his/her salary at 100% of total effort for at least one year subsequent to promotion. University policy allows total annual effort to be 50% - 100% (full time equivalent). |
| Intellectual merit | • Sustained production of peer-reviewed presentations in the candidate's research or related discipline(s) at professional meetings with an acceptable combination of:<br>  ○ Co-authorship with students<br>  ○ Collaborator<br>  ○ Local / regional<br>  ○ National / international<br>  ○ Primary author<br>• Publication of peer-reviewed, research-based science articles in the respective research or related discipline(s) with an acceptable combination of:<br>  ○ High impact within the candidate's subdiscipline<br>  ○ National / international prestige<br>  ○ Regularly distributed production as defined in the documents unique to the candidate and originating in consultation with the candidate's mentor, representatives of the Tenure and Promotion Committee and the Department Head, and subsequently approved by the Tenure and Promotion Committee. The expected rate and quality of publications will be high, as expected for a promotable faculty member with no duties beyond research and relevant university, professional and public service<br>  ○ Student (WKU preferred) authorship on research papers as defined in the documents unique to the candidate and originating in consultation with the candidate's mentor, representatives of the Tenure and Promotion Committee and the Department Head, and subsequently approved by the Tenure and Promotion Committee<br>• Research Awards |
| Personal / Student development | • Lead mentor for students completing thesis projects at WKU or elsewhere<br>  ○ Honors<br>  ○ MA / MS in biology<br>  ○ Other degrees<br>• Professional development in the area of scholarship<br>• Supervisor of students in research projects (Biol399, Biol516, etc.) |

***University/Public/Professional Service***

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Departmental mission | • Attendance at faculty meetings<br>• Chair of departmental committee(s)<br>• Conscientious service on departmental committees<br>• Participation in programs/activities that enhance the reputation of the department<br>• Service awards<br>• Sustained efforts directed at recruitment of new students to the department |
| Professional contributions | • Editorial staff for a professional journal<br>• Membership in professional society<br>• Officer in professional society<br>• Organizational roles in workshops and the like<br>• Referee/reviewer of grant proposals or manuscripts |
| Public service | • Service to local, state and national governmental agencies and commissions<br>• Work with K-12 schools, community groups, and the public |
| WKU mission | • Advisor to student organization<br>• Chair of college, center, trans-departmental unit or university committee<br>• Conscientious service to college, center, trans-departmental unit or university<br>• Organizational roles in workshops and the like<br>• Participation in programs/activities that enhance the reputation of the college, centers, trans-departmental units or university<br>• Contributor to the University's internationalization efforts in the area of research |

## *Guidelines for promotion to or appointment as Professor -- for research track faculty.*

*Preamble – Productivity as measured in publications and grant proposals should not be less than that expected of Research Associate professors. A successful applicant for promotion to Professor must have a national / international scope of research, a positive national or international reputation as a scientist, and a sustained history of supporting both his/her self and others with extramural funding per WKU Policy and Procedure Document 1.1961 and 2.2101*

*Candidates should be aware that the College and University administrations currently view promotion to Professor as a larger step than promotion to Associate Professor, and may have additional expectations that a candidate must meet to be recommended for promotion, including benchmark numbers of publications, submission of extramural grant proposals, and prominence in the candidate's field of study.*

### *Research and Other Scholarly Activity*

| **Expected outcomes** | **Measures of outcomes (candidate may supply others)** |
|---|---|
| Broader impacts | • Articles, audio, books, video or other media that present scientific information to the lay or general scientific public in a non-peer reviewed format in the research or related discipline(s) of the candidate<br>• Demonstrable national or international recognition / prominence in the candidate's discipline<br>• Discoveries, intellectual property, technology or the like for the benefit of problem-solving biological or educational issues<br>• Patents or copyrights<br>• International research<br>• Presentations as an invited speaker<br>• Presentation at professional meetings with an acceptable combination of<br>  ○ Co-authorship with students<br>  ○ Collaboration<br>  ○ National / international scope<br>  ○ Primary authorship |
| Fiscal / Infrastructure support | • Acquisition of new research equipment or capabilities<br>• Development of intellectual property<br>• Leadership in obtaining large-scale or multi-investigator funding<br>• Pursuit and/or attainment of intramural and extramural funding with greater emphasis on external grants that can fund a research project / program<br>• The successful candidate must fund his/her salary and that of graduate students, research assistants, and/or postdoctoral researchers in his/her lab at 100% of appointed research effort for a minimum of three years prior to application for promotion to Professor, during the application year, and have secured such funding for at least |

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| | one year post-promotion. University policy allows total annual effort to be 50% - 100% (full time equivalent). |
| Intellectual merit | • Peer-reviewed presentations in the candidate's research or related discipline(s) at professional meetings with an acceptable combination of<br>  ○ Co-authorship with students<br>  ○ Collaboration<br>  ○ National / international scope<br>  ○ Primary authorship<br>• Publication of peer-reviewed, research-based science articles in the candidate's research or related discipline(s) with an acceptable combination of<br>  ○ High impact within the candidate's subdiscipline<br>  ○ National / international prestige<br>  ○ Regularly distributed production<br>  ○ Student (WKU preferred) authorship<br>• Research Awards |
| Personal / Student development | • Lead mentor for students completing thesis projects at WKU or elsewhere<br>  ○ Honors<br>  ○ MA / MS in biology<br>  ○ Other degrees<br>• Professional development in the area of scholarship<br>• Supervisor of students in research projects (e.g., 399, 516)<br>• Tangible results of sabbatical leave<br>• Funding and mentoring post-doctoral researchers<br>• Funding and/or coordinating visiting scientists |
| Intellectual growth and leadership | • Serving as an officer of a professional society<br>• Serving as editor of a journal<br>• Serving as a program officer for a granting agency<br>• Serving on a national or international advisory panel<br>• Shouldering a leading role in departmental, college or university initiatives<br>• Successful exploration of new research directions as measured by publications and extramural funding |

***University/Public/Professional Service***

*Preamble - Tenure confers both opportunity and responsibility. Tenured faculty are expected to play important service roles that are not appropriate for untenured faculty, including time-consuming chair positions of important committees, inception and guiding of initiatives, mentoring of untenured faculty in our own or other departments, and providing uninhibited feedback to various administrative offices.*

| **Expected outcomes** | **Measures of outcomes (candidate may supply others)** |
|---|---|
| Departmental mission | • Advisor to departmental student organization<br>• Attendance at faculty meetings<br>• Chair of departmental committee(s)<br>• Conscientious service on departmental committees |

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| | • Mentoring junior research track faculty<br>• Participation in programs/activities that enhance the reputation of the department<br>• Service awards<br>• Sustained efforts directed at recruitment of new students or postdoctoral researchers to the department |
| Professional contributions | • Editorial staff for a professional journal<br>• Officer in professional societies<br>• Organizational roles in workshops and the like<br>• Referee/reviewer of grant proposals or manuscripts<br>• Service awards |
| Public service | • Service awards<br>• Service to local, state, national or international governmental agencies and non-governmental organizations<br>• Work with K-12 schools, community groups, and the public |
| WKU mission | • Advisor to student organization<br>• Chair of college, center, trans-departmental unit or university committee<br>• Conscientious, documented service to college, center, trans-departmental unit or university<br>• Leadership role in efforts associated with initiatives such as<br>  ○ Research development<br>  ○ Internationalization<br>  ○ Fundraising<br>• Organizational roles in workshops and the like<br>• Participation in programs/activities that enhance the reputation of the college, centers, trans-departmental units or university<br>• Service awards |

## *Guidelines for promotion within the rank of Instructor.*

From the 22nd edition of the WKU Faculty Handbook:
"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."

### Instructor I

Academic Qualifications: master's degree or baccalaureate degree with additional professional qualifications per 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.

### Promotion to Instructor II

i. Academic qualifications: master's degree or baccalaureate degree with additional professional qualifications per Policy 1.111V.
ii. 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:

| For Promotion effective: | Minimum number of academic years during which service was performed at rank of Instructor I (or equivalent) |
|---|---|
| AY 2016-17 | 12 years |
| AY 2017-18 | 10 years |
| AY 2018-19 | 8 years |
| AY 2019-20 and beyond | 6 years |

When the above conditions have been met for an individual at the rank of Instructor I, then the individual can apply for promotion to Instructor II.

*Preamble: Within the rank of instructor, these guidelines represent activities that are valuable to the Department of Biology, and are presented in no particular order. These guidelines are not an exhaustive list, but are common examples of performance measures in the Department of Biology. Representatives of the Biology Tenure and Promotion Committee, the candidate's departmental mentor, and the Department Head will work together with the candidate to develop a set of specific outcomes, which, once approved by the Tenure and Promotion Committee, will meet the department's expectations for promotion from Instructor I to Instructor II.*

***Teaching***

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Diversification | • Acquisition of new instructional equipment or capabilities<br>• Development of new approaches for course(s) or laboratory procedures<br>• Multiple formats of courses taught (e.g., field, laboratory, lecture, online) |

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|---|---|
| | • Teaching in nontraditional settings (extended campus, IVS, study abroad, study away) |
| Practice | • Evidence of systematic presentation of accurate, current information in the candidate's classes<br>• Letters of support from current / past students<br>• Maintenance of good teaching habits, including posting current course syllabi with lecture/lab schedules on the Internet, beginning class on time, returning examinations in a timely manner, maintaining clear and consistent grading policies, posting and being available for office hours, and treating students in a fair, impartial and respectful manner |
| Quality | • Demonstrable efforts to challenge and develop the scientific, writing, and critical thinking skills of students<br>• Evidence of attention to recurring comments on evaluations by peers or students<br>• Favorable evaluations of teaching performance based on peer-appraisal<br>• Investigation and adoption of new teaching methods and technologies<br>• Letters of support from current / past students<br>• Professional development in the area of teaching<br>• Student evaluations: a pattern of ratings using median scores that compares favorably with multiple university and departmental core items and improves over the candidate's career at WKU.<br>• Teaching awards<br>• Thoughtful self-appraisal |
| Tutelage | • Letters of support from current / past students<br>• Serving on student committees or advising student organizations |

**Scholarly Activity**

***The university does not require instructors to engage in scholarly research****. However, scholarship in its broadest sense refers to learning and to building a body of knowledge. The Department of Biology values all relevant scholarly activities; therefore, an instructor is encouraged to contribute to the understanding and practice of science and/or the teaching of science, and to disseminate their contributions in publications, at conferences, in other presentations, etc.*

| **Outcomes** | **Examples of outcomes (candidate may supply others)** |
|---|---|
| Broader impacts | • Articles, audio, books, video or other media that present scientific information to the lay or general scientific public in a non-peer reviewed format<br>• Discoveries, intellectual property, technology or the like for the benefit of problem-solving biological or educational issues<br>• Presentation of professional development activities in instruction for other faculty (e.g. instructional technology)<br>• Presentations as an invited speaker<br>• Presentations at professional meetings with consideration of<br>  ○ Co-authorship with students |

| | |
|---|---|
| | ○ Co-authorship with collaborator(s)<br>○ Local / regional<br>○ National / international<br>○ Primary author |
| Intellectual merit | • Developing local, regional, national or international recognition for innovation in teaching and relevant scholarly activities<br>• Documented exploration of the effectiveness of pedagogical initiatives in the candidate's courses<br>• Regular pursuit of professional development in the area of teaching |
| Personal / Student development | • Evaluation of teaching assistants<br>• Supervision of teaching assistants at the undergraduate and graduate levels |

***University/Public/Professional Service***

| **Expected outcomes** | **Measures of outcomes (candidate may supply others)** |
|---|---|
| Departmental mission | • Advisor to departmental student organization<br>• Attendance at faculty meetings<br>• Conscientious service on departmental committees<br>• Participation in programs/activities that enhance the reputation of the department<br>• Service awards<br>• Sustained efforts directed at recruitment of new students to the department |
| Professional contributions | • Membership in professional society<br>• Officer in professional society<br>• Organizational roles in workshops, symposia, etc.<br>• Referee/reviewer of grant proposals or manuscripts |
| Public service | • Service to local, state and national governmental agencies and commissions<br>• Work with K-12 schools, community groups, and the public |
| WKU mission | • Advisor to student organization<br>• Conscientious service to college, center, trans-departmental unit or university<br>• Efforts associated with initiatives such as:<br>○ Diversity on campus<br>○ Recruitment<br>○ Retention<br>○ Sustainability<br>○ Wellness<br>• Organizational roles in campus workshops, symposia, etc.<br>• Participation in programs/activities that enhance the reputation of the college, centers, trans-departmental units or university |

## Promotion to Senior Instructor

i. Academic qualifications: master's degree or baccalaureate degree with additional professional qualifications per Policy 1.111V.
ii. 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.
iii. Demonstrated achievement appropriate for this rank in teaching effectiveness and university/public service. Emphasis is placed upon effective teaching and student engagement.

*Preamble - Within the rank of instructor II, these guidelines represent activities that are valuable to the Department of Biology, and are presented in no particular order. These guidelines are not an exhaustive list, but are common examples of performance measures in the Department of Biology. Candidates should be aware that the College and University administrations currently view promotion to Senior Lecturer as a larger step than promotion to Instructor II, and may have additional expectations that a candidate must meet to be recommended for promotion. These guidelines only apply to Instructor track faculty.*

***Teaching***

| **Expected outcomes** | **Measures of outcomes (candidate may supply others)** |
|---|---|
| Diversification | • Acquisition of new instructional equipment or capabilities<br>• Development of new approaches for course(s) or laboratory procedures<br>• Expanding format of courses taught (e.g., field, laboratory, lecture, online)<br>• Expanding availability of courses (extended campus, IVS, study abroad, study away) |
| Practice | • Evidence of systematic presentation of accurate, current information in the candidate's classes<br>• Letters of support from current / past students<br>• Maintenance of good teaching habits, including posting current course syllabi with lecture/lab schedules on the Internet, beginning class on time, returning examinations in a timely manner, maintaining clear and consistent grading policies, posting and being available for office hours, and treating students in a fair, impartial and respectful manner |
| Quality | • Continued, demonstrable efforts to challenge and develop the scientific, writing, and critical thinking skills of students<br>• Evidence of attention to recurring comments on evaluations by peers or students<br>• Highly favorable evaluations of teaching performance based on peer-appraisal<br>• Continued investigation and adoption of new teaching methods and technologies<br>• Letters of support from current / past students<br>• Sustained professional development in the area of teaching |

| | |
|---|---|
| | • Student evaluations: a pattern of ratings using median scores that compares highly favorably with multiple university and departmental core items and improves over the candidate's career at WKU.<br>• Teaching awards at or beyond the university level<br>• Thoughtful self-appraisal |
| Tutelage | • Letters of support from current / past students<br>• Serving on student committees or advising student organizations |

**Scholarly Activity**

***The university does not require instructors to engage in scholarly research.*** *However, scholarship in its broadest sense refers to learning and to building a body of knowledge. The Department of Biology values all relevant scholarly activities; therefore, an instructor is encouraged to contribute to the understanding and practice of science and/or the teaching of science, and to disseminate their contributions in publications, at conferences, in other presentations, etc.*

| Outcomes | Examples of outcomes (candidate may supply others) |
|---|---|
| Broader impacts | • Articles, audio, books, video or other media that present scientific information to the lay or general scientific public in a non-peer reviewed format<br>• Discoveries, intellectual property, technology or the like for the benefit of problem-solving biological or educational issues<br>• Presentation of professional development activities in instruction for other faculty (e.g. instructional technology)<br>• Presentations as an invited speaker<br>• Presentations at professional meetings with consideration of<br>  o Co-authorship with students<br>  o Co-authorship with collaborator(s)<br>  o Local / regional<br>  o National / international<br>  o Primary author |
| Intellectual merit | • Developing local, regional, national or international recognition for innovation in teaching and relevant scholarly activities<br>• Documented exploration of the effectiveness of pedagogical initiatives in the candidate's courses<br>• Regular pursuit of professional development in the area of teaching |
| Personal / Student development | • Evaluation of teaching assistants<br>• Supervise teaching assistants at the undergraduate and graduate levels |

***University/Public/Professional Service***

| Expected outcomes | Measures of outcomes (candidate may supply others) |
|---|---|
| Departmental mission | • Advisor to departmental student organization<br>• Attendance at faculty meetings<br>• Conscientious service on departmental committees<br>• Mentoring instructor I faculty |

| | |
|---|---|
| | • Participation in programs/activities that enhance the reputation of the department<br>• Service awards<br>• Sustained efforts directed at recruitment of new students to the department<br>• Continued pedagogical assistance to other faculty, including but not limited to peer-review of classroom instruction, assistance with course design or delivery |
| Professional contributions | • Editorial staff for a professional journal<br>• Membership in professional societies<br>• Officer in professional societies<br>• Organizational roles in workshops and the like<br>• Service awards |
| Public service | • Service awards<br>• Service to local, state and national governmental agencies and non-governmental organizations<br>• Work with K-12 schools, community groups, and the public |
| WKU mission | • Advisor to student organization<br>• Chair of college, center, trans-departmental unit or university committee<br>• Conscientious, documented service to college, center, trans-departmental unit or university<br>• Leadership role in efforts associated with initiatives such as<br>  ○ Diversity on campus<br>  ○ Recruitment<br>  ○ Retention<br>  ○ Sustainability<br>  ○ Wellness<br>• Organizational roles in workshops and the like<br>• Participation in programs/activities that enhance the reputation of the college, centers, trans-departmental units or university<br>• Service awards |