



ACADEMIC AFFAIRS

August 8, 2025

SUSPENSION OF GRADUATE CERTIFICATE IN LITERACY IN POST-SECONDARY SETTINGS

REQUEST: Approval for suspension for the following academic program: **Graduate Certificate in Literacy in Post-Secondary Settings**.

FACTS: The Faculty of the School of Teacher Education at Western Kentucky University made the decision to close the Graduate Certificate in Literacy in Post-Secondary Settings due to having no new enrollments since 2021. All delivery methods and all locations for this program will be closed.

BUDGETARY IMPLICATIONS: Closing this academic program to new admissions will have minimal impact on the University Budget because the faculty will continue to teach in other programs in the School of Teacher Education.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of the suspension of the **Graduate Certificate in Literacy in Post-Secondary Settings** to be implemented Spring 2026.

MOTION: Approval to suspend the following program: **Graduate Certificate in Literacy in Post-Secondary Settings** with implementation in Spring 2026.

**SUSPENSION OF GRADUATE CERTIFICATE IN COLLEGE AND
CAREER READINESS**

REQUEST: Approval for suspension for the following academic program: **Graduate Certificate in College and Career Readiness.**

FACTS: The Faculty of the Department of Counseling and Student Affairs at Western Kentucky University made the decision to close the Graduate Certificate in College and Career Readiness due to having declining enrollment and no new admissions in 2025. All delivery methods and all locations for this program will be closed.

BUDGETARY IMPLICATIONS: Closing this academic program to new admissions will have minimal impact on the University Budget because the faculty will continue to teach in other programs in Counseling and Student Affairs.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of the suspension of the **Graduate Certificate in College and Career Readiness** to be implemented Fall 2025.

MOTION: Approval to suspend the following program: **Graduate Certificate in College and Career Readiness** with implementation in Fall 2025.

SUSPENSION OF GRADUATE CERTIFICATE IN INTERDISCIPLINARY PROFESSIONALISM AND SUCCESS

REQUEST: Approval for suspension for the following academic program: **Graduate Certificate in Interdisciplinary Professionalism and Success.**

FACTS: The Faculty of the School of Leadership and Professional Studies at Western Kentucky University made the decision to close the Graduate Certificate in **Interdisciplinary Professionalism and Success** due to declining enrollment. All delivery methods and all locations for this program will be closed.

BUDGETARY IMPLICATIONS: Closing this academic program to new admissions will have minimal impact on the University Budget because the faculty will continue to teach in other programs in the School of Leadership and Professional Studies.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of the suspension of the **Graduate Certificate in Interdisciplinary Professionalism and Success** to be implemented Fall 2025.

MOTION: Approval to suspend the following program: **Graduate Certificate in Interdisciplinary Professionalism and Success** with implementation in Fall 2025.

**ARTIFICIAL INTELLIGENCE AND EDUCATIONAL TECHNOLOGY
LEADER GRADUATE CERTIFICATE**

REQUEST: Approval of a **Graduate Certificate in Artificial Intelligence and Educational Technology Leader** offered through the School of Teacher Education in the College of Educational and Behavioral Sciences.

FACTS: The Graduate Certificate in Artificial Intelligence and Educational Technology Leader is a comprehensive program that prepares candidates for excellence in roles as a leader within K-12 education, educational technology, higher education, training and development, and interdisciplinary industries. The certificate is designed to support aspiring leaders with the essential knowledge and skills to provide effective implementation and use of artificial intelligence (AI), educational technology, best practices in online learning, and cybersecurity in education. In addition, this certificate can be completed in less than a year and all credits can be stacked into the MAE (0500) and Gifted Education/Talent Development & Advanced Instructional Practice, EDS (0503), providing a streamlined pathway to a master's degree and beyond.

The integration of artificial intelligence (AI) into various sectors has led to a significant demand for professionals skilled in both AI and educational technology. A certificate program in Artificial Intelligence and Educational Technology Leadership can address this need by preparing individuals to lead and innovate in educational settings. By equipping professionals with the necessary skills to integrate AI into educational contexts, such a program addresses the critical need for leadership in this rapidly evolving field.

PROGRAM REQUIREMENTS: 15 HOURS*

*Complete curriculum and program requirements are in the Curriculum Program Proposal attached.

BUDGETARY IMPLICATIONS: This certificate uses existing faculty and some part-time faculty and existing courses from the School of Teacher Education and Library Information Technology Education and should have minimal impact on the budget.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval of a **Graduate Certificate in Artificial Intelligence and Educational Technology Leader** to be implemented **Fall 2025**.

MOTION: Approval to establish a **Graduate Certificate in Artificial Intelligence and Educational Technology Leader** with implementation in **Fall 2025**.

: ARTIFICIAL INTELLIGENCE AND EDUCATIONAL TECHNOLOGY LEADER CERTIFICATE

In Workflow

1. TCH Approval (susan.keesey@wku.edu; josiah.super@wku.edu)
2. ED Dean (corinne.murphy@wku.edu; jennifer.klemm@wku.edu)
3. ED Curriculum Committee (corinne.murphy@wku.edu; josiah.super@wku.edu; jennifer.klemm@wku.edu)
4. Graduate Curriculum Committee (whitley.stone@wku.edu)
5. Graduate Council (jeremy.logsdon@wku.edu)
6. University Senate (mac.mckerral@wku.edu, daniel.clark@wku.edu)
7. Provost (rob.hale@wku.edu)
8. Board of Regents (all)
9. CPE (rob.hale@wku.edu)
10. Program Inventory (jennifer.hammonds@wku.edu; jessica.dorris@wku.edu)

Approval Path

1. Wed, 26 Feb 2025 17:44:46 GMT
Josiah Super (josiah.super): Approved for TCH Approval
2. Wed, 26 Feb 2025 18:42:40 GMT
Jennifer Klemm (jennifer.klemm): Approved for ED Dean
3. Tue, 04 Mar 2025 22:54:43 GMT
Jennifer Klemm (jennifer.klemm): Approved for ED Curriculum Committee
4. Thu, 03 Apr 2025 20:12:04 GMT
Whitley Stone (whitley.stone): Approved for Graduate Curriculum Committee
5. Wed, 16 Apr 2025 20:42:16 GMT
Jeremy Logsdon (jeremy.logsdon): Approved for Graduate Council
6. Fri, 16 May 2025 12:18:32 GMT
Gordon McKerral (mac.mckerral): Approved for University Senate
7. Fri, 16 May 2025 18:25:59 GMT
Robert Fischer (robert.fischer): Approved for Provost

New Program Proposal

Date Submitted: Wed, 26 Feb 2025 17:33:09 GMT

Viewing: : Artificial Intelligence and Educational Technology Leader Certificate

Last edit: Thu, 03 Apr 2025 20:11:06 GMT

Changes proposed by: and85146

Proposed Action

Active

Contact Person

Name	Email	Phone
Andrea Paganelli	andrea.paganelli@wku.edu	2707454420
Jeremy Logsdon	jeremy.logsdon@wku.edu	2707452207

Term of Implementation

2025-2026

Academic Level

Graduate

Program Type

Certificate - Graduate

Department

Teacher Education, School of

College

Education & Behavioral Science

Program Name (eg. Biology)

Artificial Intelligence and Educational Technology Leader Certificate

CIP Code

13.0501 - Educational/Instructional Technology.

Will this program lead to teacher certification?

No

Does the proposed program contain 25% or more new content not previously taught in another course at WKU? If yes, contact the Office of the Provost for additional SACSCOC proposal requirements

No

Catalog Content**Program Overview (Catalog field: Overview tab)**

The Graduate Certificate in Artificial Intelligence and Educational Technology Leader is a comprehensive program that prepares candidates for excellence in roles as a leader within K-12 education, educational technology, higher education, training and development, and interdisciplinary industries. The certificate is designed to support aspiring leaders with the essential knowledge and skills to provide effective implementation and use of artificial intelligence (AI), educational technology, best practices in online learning, and cybersecurity in education.

In addition, this certificate can be completed in less than a year and all credits can be stacked into the MAE (0500) and Gifted Education/Talent Development & Advanced Instructional Practice, EDS (0503), providing a streamlined pathway to a master's degree and beyond.

Admission Requirements (Catalog field: Program Admission)

Students may complete this program without seeking teacher certification if they intend to seek employment in a setting other than public education (where teacher certification is required). This program does not provide initial teacher certification.

Admission requirements:

- Submission of graduate application to Graduate Studies
- Submission of official transcripts of all college work
- GPA of 2.75 in previous program or 3.0 in last 30 hours of previous program.

The admission decision by program faculty is based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success.

Curriculum Requirements (Catalog field: Program Requirements)**Program Requirements (15 hours)**

Code	Title	Hours
Required Courses		
ID 585	Distance Education Opportunities and Challenges	3
LITE 537	Educational Technology Management	3
LITE 550	Emerging Technology in Education	3
LITE 737	Educational Technology Leadership	3
EDU 501	Seminar: Designing Professional Development Plan	3
Total Hours		15

Will this program be managed or owned by more than one department?

No

Does this program include courses from outside your department?

No

Relation to Mission and Strategic Plan**Explain how the proposed program relates to the institutional mission and academic strategic plan.**

The Artificial Intelligence and Educational Technology Leader Certificate at Western Kentucky University would be aligned with the institution's mission and strategic goals. As WKU strives to prepare students to become engaged, socially responsible leaders in a global society, this certificate would provide cutting-edge tools and knowledge essential for success in the evolving educational

landscape. By supporting aspiring leaders with the essential knowledge and skills to provide effective implementation and use of artificial intelligence (AI), educational technology, best practices in online learning, and cybersecurity in education, this program would not only support individual participant growth but also contribute to the university's broader commitment to regional and global impact. This alignment underscores WKU's dedication to lifelong learning, accessibility, and transformative educational experiences for our students, our hill, our community and beyond. The Artificial Intelligence and Educational Technology Leader Certificate aligns with the WKU mission to address, Our Students, Our Hill, as well as Our Community and Beyond.

Supporting Student Success and Engagement (Our Students)

Personalized Learning: AI-driven tools can tailor educational content to individual student needs, fostering deeper engagement and improving academic outcomes.

Lifelong Learning: A certificate like this would provide current students and alumni with cutting-edge skills, fostering a culture of continuous education.

Enhancing Faculty & Staff Excellence (Our Hill)

Empowering Educators: Training faculty to integrate AI and ed-tech tools into their teaching methods can lead to innovative course delivery and improved learning outcomes.

Research Opportunities: Faculty and students can collaborate on AI-related research projects, positioning WKU as a leader in educational technology innovation.

Regional and Global Impact (Our Community & Beyond)

Community Engagement: AI and ed-tech leaders can partner with regional K-12 schools and local businesses to improve educational practices and workforce readiness.

Economic Development: Graduates equipped with AI and educational technology skills can contribute to local and regional economic growth, fostering innovation in education and beyond.

Innovation in Teaching and Learning

Supporting Curriculum: Incorporating AI tools like adaptive learning platforms, virtual reality, and data analytics into the classroom can redefine the educational experience.

Future-Ready Graduates: By offering this graduate certificate, WKU ensures its students are competitive in a rapidly evolving job market where AI literacy is increasingly essential.

In summary, the AI and Educational Technology Leader Certificate would directly support WKU's mission and strategic goals by enhancing student success, faculty development, community engagement, and global leadership.

Explain how the proposed program addresses the state's postsecondary education strategic agenda

Kentucky's 2022-2030 Strategic Agenda for Postsecondary Education aims to elevate the state's educational attainment and economic prosperity. The primary objective is to increase the percentage of Kentuckians holding a high-quality postsecondary degree or certificate to 60% by 2030. This initiative is designed to accelerate job creation, stimulate economic growth, and expand the tax base through a more skilled and productive workforce.

The agenda outlines five strategic priorities to guide innovation and improvement through 2030:

Affordability: Ensuring that postsecondary education is financially accessible to all residents.

Transitions: Facilitating seamless transitions into and through postsecondary education for students of all ages and backgrounds.

Success: Providing comprehensive support and resources to help students achieve their educational goals.

Talent: Aligning educational programs with workforce needs to develop a skilled and adaptable talent pool.

Value: Demonstrating the return on investment of postsecondary education to individuals and society.

By focusing on these priorities, Kentucky aims to create a more inclusive and innovative higher education system that serves students of all ages, backgrounds, and beliefs, ultimately enhancing the state's economic growth and vitality.

An Artificial Intelligence and Educational Technology Leader Certificate program would directly support Kentucky's 2022-2030 Strategic Agenda for Postsecondary Education in several key ways:

Affordability: By leveraging AI and educational technology, institutions can develop cost-effective learning solutions such as online courses and adaptive learning platforms, making education more accessible and affordable for all students.

Transitions: AI tools can streamline the transition process for students by offering personalized guidance, predictive analytics for academic success, and seamless integration of prior learning assessments, helping students of all backgrounds navigate their educational journeys more effectively.

Success: The program would equip educators with AI-driven tools to provide tailored support, identify at-risk students early, and enhance student engagement, thereby increasing retention and graduation rates.

Talent: By aligning the curriculum with the latest advancements in AI and educational technology, the certificate would prepare graduates to meet current and future workforce demands, creating a highly skilled and adaptable talent pool in Kentucky.

Value: Graduates of the program would not only gain valuable, in-demand skills but also contribute to the broader economy by fostering innovation in education and beyond, demonstrating a strong return on investment for both individuals and society.

In summary, the AI and Educational Technology Leader Certificate would directly support both WKU's mission and Kentucky's strategic goals by enhancing student success, faculty development, community engagement, and workforce readiness, ultimately contributing to the state's economic growth and vitality.

Program Quality and Demand

Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national level; and any changes or trends in the discipline that necessitate a new program.

Please insert one Learning Outcome per box. Click green plus sign for additional LO boxes

Learning Outcomes and Measurement Plan

	List all student learning outcomes of the program.	Measurement Plan
SLO 1	Apply artificial intelligence as a leader to the educational environment	In-class project analysis of artifacts collected in LITE 550 and ID 585.
SLO 2	Apply educational technology as a leader to the educational environment	In-class project analysis of artifacts collected in LITE 537 and LITE 550.
SLO 3	Apply cybersecurity as a leader to the educational environment	In-class project analysis of artifacts collected in LITE 737 and EDU 501.

Assessment Template: https://www.wku.edu/academicaffairs/ee/assurance_learning_resources.php

Upload Assessment Plan

AI&EDTECH new_program_2020-21_asl.docx

AI&EDTECH new_program_2024-2025.docx

Change in Discipline (If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate development of a new program.)

Artificial Intelligence is a fast moving and growing part of the educational landscape. Having the opportunity to develop knowledge and leadership in the area of Artificial Intelligence would be positive for the field.

Specify any distinctive qualities of the program.

In Kentucky, several postsecondary institutions offer certificates related to artificial intelligence (AI) and educational technology:

University of Kentucky: Offers an Artificial Intelligence Certificate for undergraduate students, focusing on AI technologies from multiple perspectives.

University of Kentucky

University of the Cumberlands: Provides a 12-credit hour Graduate Certificate in Artificial Intelligence, covering AI fundamentals such as machine learning, natural language processing, deep learning, and data science.

University of the Cumberlands

Western Kentucky University (WKU): Offers a 12-hour Artificial Intelligence and Analytics Certificate, introducing key concepts in AI fundamentals, machine learning, applied data analysis, visualization, and AI ethics.

WKU Catalog

Additionally, WKU provides an Instructional Computer Technology Endorsement (P-12), preparing teachers to integrate technology into teaching and leadership in educational technology. This program is entirely online and requires a teaching certificate.

Western Kentucky University

While these programs cover aspects of AI and educational technology, a specific Artificial Intelligence and Educational Technology Leadership Certificate program, as described, is not currently offered by Kentucky's postsecondary institutions. However, institutions

like Elizabethtown College have launched such programs, indicating a growing recognition of the need for leadership in integrating AI into educational settings.
Etown News

Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

Yes

Please explain

Yes, this program is aimed at all educational settings with both andragogical and pedagogical needs.

Does the proposed program serve a different student population (i.e., students in a different geographic area, non-traditional students) from existing programs?

No

Is access to existing programs limited?

No

Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which students transfer has been explored and coordinated with other institutions.

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Additionally, WKU provides an Instructional Computer Technology Endorsement (P-12), preparing teachers to integrate technology into teaching and leadership in educational technology. This program is entirely online and requires a teaching certificate.

While these programs cover aspects of AI and educational technology, a specific Artificial Intelligence and Educational Technology Leadership Certificate program, as described, is not currently offered by Kentucky's postsecondary institutions. Given the increasing importance of AI in education, Kentucky institutions may consider developing specialized programs to prepare leaders in this emerging field.

Describe student demand data for this program.

The demand for programs like an Artificial Intelligence and Educational Technology Leadership Certificate is on the rise, driven by the increasing integration of AI in various sectors and the growing need for educational technology expertise.

Artificial Intelligence (AI):

Student Interest: Research indicates that the supply of AI programs at both bachelor's and master's levels is lagging behind a surge in interest from students.

The PIE News

Employer Demand: Employer demand for AI-related skills is rising across industries, and community colleges are stepping up to meet that need.

New America

Educational Technology:

E-Learning Growth: In the fall of 2018, approximately 6.9 million college students were enrolled in distance education courses, reflecting the growing popularity of e-learning in postsecondary education.

Research.com

Career Opportunities: A digital learning certificate opens doors to a myriad of career opportunities in education, training, and development.

College of Education

Given these trends, institutions offering specialized programs that combine AI and educational technology are well-positioned to meet the evolving demands of both students and employers.

Growth in Certificate Program Enrollment:

Undergraduate certificate program enrollment increased by 9.9% in fall 2024, marking the fourth consecutive year of growth and bringing enrollments to 28.5% above 2019 levels.

Clearinghouse Research Center

Graduate certificate programs also saw a 4.6% increase in enrollment from spring 2022 to spring 2023.

Gray Decision Intelligence

Degrees Awarded in Educational Technology:

In 2022, U.S. institutions conferred approximately 9,224 degrees in Educational and Instructional Technology, reflecting a 6.08% growth from the previous year.

Data USA

AI Program Enrollment Trends:

While specific enrollment numbers for AI certificate programs are limited, institutions like Carnegie Mellon University awarded 185 degrees in Artificial Intelligence in 2022, indicating a strong interest in AI-focused education.

Data USA

These trends suggest a growing student interest in certificate programs that combine artificial intelligence and educational technology, highlighting the relevance and potential demand for such specialized educational offerings.

The integration of artificial intelligence (AI) into various sectors has led to a significant demand for professionals skilled in both AI and educational technology. A certificate program in Artificial Intelligence and Educational Technology Leadership can address this need by preparing individuals to lead and innovate in educational settings.

Workforce Demand for AI Skills:

Growing Need for AI Proficiency: The global workforce increasingly requires employees with technical skills in data analysis, AI, and machine learning. Workers lacking these competencies may find themselves at a disadvantage in the evolving job market.
SHRM

Reskilling and Upskilling Imperative: A comprehensive industry report highlights that 92% of technology roles are evolving due to AI advancements, underscoring the necessity for reskilling and upskilling initiatives to keep pace with technological changes.
Cisco Investor Relations

Educational Technology Leadership Needs:

Transforming Workforce Development: AI is not only reshaping jobs but also revolutionizing workforce development itself. AI-powered tools are enhancing training and education programs, making them more effective and personalized.
Apolitical

Preparing for Future Workforce Dynamics: Experts anticipate that AI adoption will impact the broader workforce by altering or eliminating certain jobs while creating new ones. Maintaining global leadership in AI requires education and training pathways to prepare and upskill workers for AI and AI-adjacent roles.
Oversight Committee

Conclusion:

A certificate program in Artificial Intelligence and Educational Technology Leadership is well-positioned to meet the current and future demands of the workforce. By equipping professionals with the necessary skills to integrate AI into educational contexts, such a program addresses the critical need for leadership in this rapidly evolving field.

Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?

No

Program Demand Data and Support Documents

Demand.docx

Delivery Mode

Is 25% or more of this program offered at a location other than main campus?

No

Is 50% or more of this program offered by distance education (online asynchronous, online synchronous, connected classrooms, etc.)?

Yes

Do you plan to offer 100% of this program online?

Yes

Do you plan to offer 100% of this program face-to-face?

No

If no, enter the percentage of the program that is taught face-to-face

0

Do you plan to offer at least 25% of this program as a direct assessment competency-based educational program?

No

See the SACSCOC Policy on Direct Assessment Competency-based Educational Programs.
<https://www.sacscoc.org/pdf/081705/DirectAssessmentCompetencyBased.pdf>

Rationale for the program proposal?

The integration of an Artificial Intelligence and Educational Technology Leadership Certificate into Western Kentucky University's offerings represents a strategic advancement aligned with both institutional and state-wide educational goals. As WKU prepares diverse students to become engaged, socially responsible leaders in a global society, this certificate program will provide cutting-edge knowledge and practical skills essential for navigating and leading in the evolving educational landscape. By fostering innovation in teaching practices, enhancing expertise, and strengthening community engagement, this program will not only support individual growth but also contribute to WKU's broader mission of regional and global impact. Furthermore, it positions WKU as a forward-thinking institution ready to meet the challenges of the future through technology-driven solutions, emphasizing lifelong learning, accessibility, and transformative educational experiences.

Kentucky's 2022-2030 Strategic Agenda for Postsecondary Education aims to elevate the state's educational attainment and economic prosperity by increasing the percentage of Kentuckians holding a high-quality postsecondary degree or certificate to 60% by 2030. This initiative is designed to accelerate job creation, stimulate economic growth, and expand the tax base through a more skilled and productive workforce.

The agenda outlines five strategic priorities to guide innovation and improvement through 2030:

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An Artificial Intelligence and Educational Technology Leadership Certificate program would directly support Kentucky's 2022-2030 Strategic Agenda for Postsecondary Education in several key ways:

Affordability: By leveraging AI and educational technology, institutions can develop cost-effective learning solutions such as online courses and adaptive learning platforms, making education more accessible and affordable for all students.

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Talent: By aligning the curriculum with the latest advancements in AI and educational technology, the certificate would prepare graduates to meet current and future workforce demands, creating a highly skilled and adaptable talent pool in Kentucky.

Value: Graduates of the program would not only gain valuable, in-demand skills but also contribute to the broader economy by fostering innovation in education and beyond, demonstrating a strong return on investment for both individuals and society.

The workforce demand for professionals skilled in artificial intelligence and educational technology is rapidly increasing. According to recent data, undergraduate certificate program enrollment rose by 9.9% in fall 2024, and graduate certificate programs saw a 4.6% increase from spring 2022 to spring 2023. The field of Educational and Instructional Technology alone saw 9,224 degrees awarded in 2022, reflecting a 6.08% growth from the previous year. Additionally, 92% of technology roles are evolving due to AI advancements, emphasizing the need for reskilling and upskilling initiatives to keep pace with these changes. By offering this certificate, WKU can address both the growing student interest in AI and educational technology and the pressing workforce needs, positioning graduates as leaders in integrating AI into educational settings.

In summary, the Artificial Intelligence and Educational Technology Leadership Certificate will directly support WKU's mission and Kentucky's strategic goals by enhancing student success, faculty development, community engagement, and workforce readiness, ultimately contributing to the state's economic growth and vitality.

Budgetary Implications

Budget Template:

https://www.wku.edu/academicaffairs/pd/process_overview.php

Budget Spreadsheet

AIA_certificate-budget-spreadsheet-01-20-2023 (1).xlsx

Key: 407

**EMERITUS
APPOINTMENT**

REQUEST: Approval of faculty emeritus status for Dr. Kevin Schmaltz

FACTS: Listed below are faculty members who have been recommended by tenured faculty, department chair and college dean to be awarded emeritus status. They have served the university for at least ten years and have had distinguished records of achievement and service.

Ogden College of Science and Engineering

Kevin Schmaltz, Professor of Mechanical Engineering, Emeritus

BUDGETARY IMPLICATIONS: No funds needed.

RECOMMENDATION: President Timothy C. Caboni recommends awarding the above individuals emeritus status.

MOTION: Approval of emeritus status awarded for the recommended individuals.

**REQUIRED PERFORMANCE AND PRODUCTIVITY EVALUATIONS
FOR FACULTY MEMBERS AND PRESIDENT**

REQUEST: Approval that WKU's Faculty Evaluation & Advancement Processes and the WKU Board of Regents Bylaws related to the Evaluation of the President are in compliance with the performance and productivity guidelines contained in House Bill 424 pertaining to Mandatory Evaluation for Faculty.

FACTS: All faculty go through an annual evaluation process, untenured faculty undergo a continuance review, and tenured faculty have a post-tenure review associated with annual evaluations. For each of these processes, faculty submit packets that demonstrate performance and productivity in the areas of teaching, research, service, and professionalism. To obtain tenure (determined in year six of service) faculty submit a comprehensive tenure dossier and must meet standards in teaching, research and service defined in the Department Promotion and Tenure Guidelines.

The President is evaluated annually in accordance with written objectives, specific and general, developed by the President in conjunction with the Board and presented to the Board at the outset of each academic year.

BUDGETARY IMPLICATIONS: No funds needed.

RECOMMENDATION & IMPLEMENTATION DATE: President Timothy C. Caboni recommends approval that the established formal process for regular performance and productivity evaluations for all WKU faculty members and the president defined in the faculty handbook and the Board of Regents Bylaw's, respectively are in compliance with the legislative requirements of House Bill 424 and will continue to be implemented as described in Fall 2025.

MOTION: Approval that the established formal process for conducting regular performance and productivity evaluations for all WKU faculty members and the president are in compliance with the legislative requirements of House Bill 424.

HB424 - REQUIREMENTS

Introductory Paragraph:

House Bill 424 is designed to enhance accountability and performance within Kentucky's public higher education institutions by updating policies related to faculty and administrative oversight. The bill expands the grounds for dismissal to include failure to meet defined performance and productivity standards, strengthens due process protections for employees subject to removal, and mandates regular evaluations for university presidents and faculty members. Additionally, it clarifies and reinforces the authority of boards of trustees in personnel matters and includes specific governance provisions for the University of Louisville. These reforms aim to align institutional leadership and operations with clear performance benchmarks and strategic goals.

Key Provisions:

1. Grounds for Removal Expanded:

- Adds “failure to meet college or university performance and productivity requirements” as a valid reason for removing a president, professor, or teacher. This is in addition to existing grounds like incompetence, neglect or refusal to perform duties, and immoral conduct.

2. Board Authority and Delegation:

- Clarifies that the boards of trustees have authority to appoint, suspend, or remove university personnel.
- Allows certain appointment and removal decisions to be delegated to the university president based on board policy.

3. Notice and Defense Requirements:

- Extends the required written notice before removal from 10 days to 30 days.
- Ensures the individual has the right to defend themselves before the board with legal counsel and introduce testimony.

4. Mandatory Evaluations: (Appendix 1)

- Requires performance and productivity evaluations at least once every four years for presidents and faculty members.
- The process must be board-approved and distributed to faculty by **January 1, 2026**, with implementation by **July 1, 2026**.
- Failure to meet evaluation standards may lead to dismissal, regardless of tenure or employment status.

5. Specific Provisions for University of Louisville:

- Reaffirms corporate powers and governance responsibilities of the University of Louisville's board of trustees.
- Prohibits employment of relatives of board members.
- Establishes a six-member executive committee with rotating representation from faculty, students, and non-teaching staff.
- Requires periodic evaluation of institutional progress aligned with strategic goals.

Appendix 1.

A **comparison chart** of the major mandatory faculty evaluation processes at **Western Kentucky University (WKU)**. The chart includes the **time frame**, **faculty expectations**, and **key individuals/groups involved** for each process:

WKU Faculty Evaluation & Advancement Processes Overview

Process	Time Frame	Faculty Expectations	Who Is Involved
Annual Evaluation	Annually (Typically Spring/Summer)	Submit Annual Activity Packet (AAP); demonstrate performance in teaching, research/creative activity, service, professionalism	Faculty Member, Dept. Chair/Director, Dean, Provost, Boomi Workflow System
Continuance Review (Pre-Tenure)	Annually until tenure decision	Submit Annual Activity & Continuance Packet; show progress toward tenure; respond to committee feedback	Untenured Faculty, Dept. Continuance Committee, Dept. Chair/Director
Tenure Review	Typically Year 6 of service	Submit comprehensive tenure dossier; meet standards in teaching, research, service	Faculty Member, Dept. & College Tenure Committees, Chair/Director, Dean, Provost, Board of Regents
Post-Tenure Review	Annually (Built into Annual Evaluation)	Submit consistent Annual Activity Report; demonstrate continued professional engagement and development	Tenured Faculty, Dept. Chair/Director, Dean, Provost

Additional Notes:

- **Annual Activity Packet (AAP):** Required for all faculty; includes CV, accomplishments, goals, evaluations.
- **Annual Activity & Continuance Packet:** Specific to untenured tenure-track faculty.
- **Promotion & Tenure Reviews** are **formally structured**, with documentation and deadlines strictly enforced.
- **Merit Evaluations** are linked to **annual performance**, with justification at each level (department, college, provost).
- **Post-Tenure Review** is embedded into the annual review cycle and aims to guide development, not just assess performance.

Links:

- **Kentucky House Bill HB 424** - AN ACT relating to employment at public postsecondary education institutions.
<https://apps.legislature.ky.gov/recorddocuments/bill/25RS/hb424/bill.pdf>
- **WKU Faculty Handbook (30th Edition)**- is designed to provide members of the WKU faculty with information about policies and procedures, faculty responsibilities and benefits, and various services and facilities.
<https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-30th-edition-final-copy.pdf>
- **WKU Annual Evaluation of Faculty Website** – The information hub is designed to help faculty, chairs/directors, and deans navigate the Annual Evaluation process at WKU. https://www.wku.edu/academicaffairs/faculty_evaluation/evaluation.php
- **WKU Continuance, Tenure, & Promotion Website** – The information on the website is designed to help faculty, chairs/directors, and deans navigate the Continuance, Tenure, and Promotion processes at WKU.
<https://www.wku.edu/academicaffairs/ctp/ctp.php>



BYLAWS

WKU BOARD OF REGENTS

[Amended / Approved January 20, 2012]

[Amended / Approved December 13, 2019]

[Amended / Approved December 5, 2024]

PREAMBLE

WHEREAS, the Board of Regents of Western Kentucky University has been duly created pursuant to Chapter 164 of the Kentucky Revised Statutes constituting a body corporate, with the usual corporate powers, and with all immunities, rights, privileges, and franchises usually attached to the governing bodies of educational institutions; and,

WHEREAS, the Board of Regents has the principal responsibility of establishing the policies of the University, and the President, officers, faculty, and employees of the University implement and carry out such policies; and,

WHEREAS, the Board of Regents in order to carry out its responsibilities, adopts these bylaws for the government of its members and to implement and to carry out its responsibilities as defined herein.

ARTICLE I

DUTIES AND RESPONSIBILITIES OF THE BOARD

1. **Statutory Duties and Responsibilities.** Pursuant to the Kentucky Revised Statutes, the government of Western Kentucky University is vested in the Board of Regents, and, as such, the Board may:
 - A. Receive grants of money and expend the same for the use and benefit of the University;
 - B. Adopt bylaws, rules, and regulations for the government of its members, officers, agents, and employees, and enforce obedience to such rules;
 - C. Require such reports from the President, officers, faculty, and employees as it deems necessary and proper from time to time;

- D. Determine the number of divisions, departments, bureaus, offices, and agencies needed for the successful conduct of the affairs of the University;
- E. Grant diplomas and confer degrees upon the recommendation of the President and faculty.

In addition to the foregoing, the Board shall:

- F. **Appoint and remove the President** and, on the recommendation of the President, may, in its discretion, appoint all faculty members and employees and fix their compensation and tenure of service, subject to the provisions of KRS 164.360;
 - G. Exercise authority over and control of appointments, qualifications, salaries and compensation payable out of the State Treasury or otherwise, promotions, and official relations with all employees; and,
 - H. Exercise such other authority, duties, and responsibilities as from time to time may be conferred upon them in accordance and compliance with the applicable Kentucky laws and regulations.
2. Other Duties and Responsibilities: Recognizing its authority to do so under KRS 164.350 and realizing the significance of serving on the Board of Regents of Western Kentucky University, the Board of Regents agrees that it shall assume the following duties as Regents for Western Kentucky University:
- A. To devote time to learn how the University functions—its uniqueness, strengths, and needs;
 - B. To become familiar with, committed to, and abide by the major responsibilities of this governing board, as set out in the Bylaws of the Western Kentucky University and the Kentucky Revised Statutes, including:
 - 1) To define and clarify the mission and approve long-range plans;
 - 2) **To assess periodically their own performance and that of the President;**
 - C. To act as a policy-making body.
 - D. To accept the spirit of academic freedom and shared governance as fundamental characteristics of University governance.

ARTICLE II

MEETINGS

1. **Time and Place.** Meetings of the Board of Regents are to be held on the campus of Western Kentucky University or at such other place as agreed upon by the Board. The Board of Regents shall at least annually agree to a calendar of regular meetings, but in no event shall the Board of Regents meet less than once per calendar quarter.
2. **Special Meetings.** Upon written request of the President or any two members of the Board of Regents and with the concurrence of the chairperson, the chairperson of the Board of Regents shall call a special meeting of the Board of Regents, such meetings to be held in a timely fashion at such time and upon such date as determined by the chairperson. The President or any two members of the Board of Regents requesting such special meeting shall set forth in their request, with specificity, the purpose of such meeting. Discussions and action at the meeting shall be limited to items listed on the agenda and the notice.
3. **Notice of Special Meetings.** The notice of the special meeting shall consist of the date, time, and place of the special meeting and the agenda. As soon as possible, written notice shall be delivered personally, transmitted by facsimile, electronic mail, or U.S. postal or private delivery service to every member of the Board of Regents as well as each media organization which has filed a written request, including a mailing address, to receive notice of special meetings. The notice shall be calculated so that it shall be received at least twenty-four (24) hours before the special meeting. As soon as possible, written notice shall be posted in a conspicuous place in the building where the special meeting will take place and then in a conspicuous place in the Wetherby Administration Building. Notice shall be calculated so that it shall be posted at least twenty-four (24) hours before the special meeting.

Emergency Special Meetings. In case of an emergency which prevents compliance with the foregoing, this subsection shall govern the Board of Regents' conduct of special meetings. The special meeting shall be called pursuant to the procedures set forth above. The Board of Regents shall make a reasonable effort, under emergency circumstances, to notify the members of the Board of Regents, media organizations which have filed a written request for notification, and the public of the emergency meeting. At the beginning of the emergency meeting, the chairperson shall briefly describe for the record the emergency circumstances preventing compliance with the notice provision set forth above. These comments shall appear in the minutes. Discussions and action at the emergency meeting shall be limited to the emergency for which the meeting was called.

4. **Emergency Defined.** For purpose of these bylaws, an emergency shall be defined as a situation which creates a threat or impending threat to public health, welfare or safety such as may arise by reason of fires, floods, or other natural or man-caused disasters, epidemics, riots, enemy attack, sabotage, explosion, power failure, energy shortages, transportation emergencies, equipment failures, state or federal legislative mandates, or similar events.
5. **Participation in Meetings by Non-members.** The President shall attend and participate in all meetings of the Board of Regents unless excused when the President's status is under consideration. He may attend all meetings of committees of the Board. The President, with the approval of the Board members, may invite other members of the University staff or faculty to accompany him in attendance at any meeting. They may address the Board or otherwise participate upon request of the Board, any member, or the President.

Other members of the University community and members of the public are welcome to attend open meetings of the Board but may not address the Board of Regents or otherwise participate in the meetings except pursuant to a previously approved request for appearance to be heard in accordance with this paragraph. Persons desiring to be heard by the Board of Regents will first submit to the President in writing the subject matter and the reason for desiring to be heard by the Board of Regents. The President shall then call the request to the attention of the chairperson. The chairperson may then determine whether or not to permit the person requesting appearance before the Board to speak, or the Board by a majority vote may grant such a request of the person requesting authority to speak. The Board shall be notified of all requests that are denied.

6. **Agenda for Meetings.** It shall be the responsibility of the President and the Chairperson to develop an agenda including items which come through Committees of the Board.

ARTICLE III

1. **Officers.** The officers of the Board of Regents shall be a chairperson, a vice chairperson, a secretary, and a treasurer.
2. **The Election.** The chairperson, vice chairperson, and secretary of the Board of Regents shall be elected and the treasurer appointed at the third regular meeting (calendar year) of the Board of Regents of the year in which the term of office expires. All officers shall commence serving upon their election and appointment.
3. **Term of Office.** All officers shall hold office for a term of one year or until their successors have been duly elected/appointed and have qualified, or until removed

as hereinafter provided. If the chairperson shall vacate his/her office prior to the end of their term, the vice chairperson shall serve as chairperson for the balance of that term. If the vice chairperson vacates his/her office prior to the end of their term, an election shall be held to fill that position for the balance of that term. If any officer shall vacate their office, for whatever reason, their successor shall hold office for the balance of the term of office of the person vacating such office.

4. **Removal of Officers.** Any officer may be removed either with or without cause by a vote of the majority of the entire Board of Regents.
5. **Successive Terms.** The chairperson and vice chairperson may be elected for two successive terms. Such persons shall be ineligible for an additional term without an intervening one-year period.
6. **Duties of Officers.** The duties and powers of the officers of the Board of Regents shall be as follows:

CHAIRPERSON

The chairperson shall preside at all meetings of the Board of Regents, call special meetings upon the request of the President or any two members of the Board of Regents.

VICE CHAIRPERSON

The vice chairperson shall, in the absence of the chairperson, carry out the duties of the chairperson. If for any reason the chairperson vacates that position, the vice chairperson shall assume the position of chairperson for the balance of that term.

SECRETARY

The secretary to the Board of Regents shall be elected annually and shall report to the Board. In the absence of the Secretary, the Chair of the Board shall be responsible for appointing an individual to act as Secretary to the Board. The Board secretary shall be responsible for certifying compliance with all open meetings and open records requirements.

TREASURER

The treasurer to the Board of Regents shall not be a member of the Board of Regents and shall be appointed annually. The treasurer shall receive and disburse all monies and report to the Board of Regents on the financial status and fiscal affairs of the University. The treasurer shall periodically furnish to the Board of Regents, but at least annually, an accounting for all monies received and disbursed during the preceding fiscal year.

7. **Other Responsibilities.** The Board of Regents by a majority vote may assign such other duties and responsibilities to each of the respective officers as it shall from time to time determine appropriate.

ARTICLE IV

1. **Committees of the Board of Regents.** The standing committees of the Board of Regents shall be the Executive Committee, the Academic Affairs Committee, the Finance, Budget, and Audit Committee, and the Student Affairs Committee. The Board may from time to time establish such other committees as shall be necessary to carry out its duties and responsibilities.
2. **Executive Committee:** The Executive Committee shall consist of the chairperson, vice chairperson, and the chairperson of the three standing committees of the Board of Regents. In addition, the immediate past chairperson of the Board shall serve as an ex officio, non-voting member of the Executive Committee. The Executive Committee will provide guidance to the President on matters that arise in the interim between regular meetings, and shall have authority to review, evaluate, provide guidance and/or recommendations on issues relating to alumni relations, athletics, development, governmental and public affairs, legal, human resources, and issues related to fund-raising and other similar advancement matters.

The Executive Committee shall also serve as the President's Review and Compensation Committee, and shall present recommendations concerning same to the full Board for vote. The Executive Committee may also perform any and all other functions that may be from time to time assigned by a majority vote of the Board of Regents. The chairperson of the Board of Regents shall serve as the chair of the Executive Committee. The President of the University shall appoint a member of the staff to serve as administrative agent to the committee.

3. **Academic Affairs Committee:** The Academic Affairs Committee shall have authority to review, evaluate, provide guidance and/or recommendations affecting the academic and intellectual affairs of the University. The Academic Affairs Committee shall consist of a minimum of three and a maximum of five members of the Board. The President of the University shall appoint a member of the staff to serve as administrative agent to the committee.
4. **Finance, Budget, and Audit Committee:** This Committee shall have authority to review, evaluate, provide guidance and/or recommendations on financial issues, including the biennial budget requests submitted to governmental agencies, the annual operating budget of the University for each fiscal year, adjustments to the annual operating budget from time to time as required by operations of the University, allocation of unencumbered fund balances, proposals for construction of academic, administrative or service facilities, all other financial and budget

matters, including facilities and facilities management. If necessary, the annual operating budget of the University may be adjusted between the regular meetings of this Committee, and, in that event, this Committee will provide post-review and evaluation of those adjustments. The Finance, Budget, and Audit Committee will also appoint the external auditors, receive and review the annual financial reports and other information from the external auditors, and oversee internal audit activities detailed in the Internal Audit charter. The Finance, Budget, and Audit Committee shall consist of a minimum of three and a maximum of five members of the Board. The President of the University shall appoint a member of the staff to serve as administrative agent to the committee.

5. **Student Affairs Committee:** *(Revised 4-30-04)* The Committee shall have authority to review, evaluate, provide guidance and/or recommendations on all matters related to student life issues, including facilities, renovation, or new construction related to or associated with same. In addition, this Committee shall have delegated authority from the Board of Regents to render a final decision on an appeal of any student disciplinary decision rendered by the University Disciplinary Committee. Any decisions rendered by the Committee should be reported to the full Board at the next regular meeting following the Committee's decision. The Committee will consist of a minimum of three and a maximum of five members of the Board. Absent a unanimous vote of the Student Affairs Committee, the matter will be referred to the full Board for final resolution. The President of the University shall appoint a member of the staff to serve as administrative agent to the Committee.
6. **Authority of Committees.** Committees shall possess no delegated authority of the Board of Regents unless approved by a majority vote of the Board of Regents. All actions of each committee, unless taken with delegated authority, shall constitute recommendations to the Board of Regents and shall be subject to approval by a majority vote of the Board of Regents. All authority delegated to a committee must be within the confines of Kentucky State Statutes and regulations.
7. **Selection of Committee Members.** If a Board officer vacancy occurs, an election shall be held to fill the unexpired portion of that term and to serve on the Executive Committee. Members and Chairpersons of the standing committees of the Board shall be selected by the Chairperson of the Board of Regents, and the terms of the committees can run concurrently with the Chairperson, at the discretion of the Chairperson.
8. **Term of Committee Members.** All committee members shall serve for a term of one year or until their successors have been duly selected by the Chairperson. In the event of a vacancy on a committee, the successor member shall be selected by the Chairperson of the Board of Regents and shall hold office for the balance of the term of office of the person vacating their office.

9. **President as Ex Officio Member/ Board Members as Advisory Members.** The President shall serve as an ex officio, non-voting member of all committees of the Board of Regents, including those created from time to time by the Board. All members of the Board of Regents shall serve as advisory (non-voting) members of all committees of the Board of Regents, including those created from time to time by the Board.
10. **Other Committees.** Such other committees as are from time to time created by the Board of Regents shall have their membership, duties, responsibilities, and term of existence determined by a majority vote of the Board of Regents.
11. **Removal of Committee Members.** Any committee member may be removed either with or without cause by a majority vote of the entire Board of Regents.

ARTICLE V

1. **Quorum.** A simple majority of the members of the Board of Regents shall constitute a quorum for the transaction of its business.
2. **Voting.** Each member of the Board of Regents shall cast one vote. All votes of the Board shall be a voice vote, provided, however, any member may request a roll call vote of the membership on any question. A simple majority of the quorum present and voting is required for any action and is sufficient unless otherwise required by law. The secretary shall note those voting in favor and those voting against any matter except on voice votes.
3. **Majority of Entire Board Required on Finances.** A majority of the Board of Regents must vote affirmatively to affect an appropriation or disbursement of money, the making of a contract that requires an appropriation or disbursement of money, or the employment or dismissal of a teacher.
4. **Indemnification.** The members of the Board of Regents (past, present and future) shall be indemnified and be held harmless from and against all civil liabilities, including judgments, decrees, fines, penalties, expenses, fees, amounts paid in settlement or any other costs, losses (including but not limited to attorney's fees and court costs) not otherwise covered by the insurance coverage maintained by the University and arising or resulting from or in connection or association with, any threatened, pending or completed action, suit or proceeding (whether civil, administrative, investigatory or otherwise) and any appeals related thereto, under which the members of the Board are parties or participants because of their actions or omissions performed in good faith and in any capacity during the course and in the scope of their service on behalf of the University, whether incurred before or after the adoption of these Bylaws, unless they are finally adjudicated to be liable for willful, wanton or malicious conduct or criminal conduct as defined by law or regulation of any state or national government. Indemnification must conform with state and federal statutes and regulations.

ARTICLE VI

1. **Responsibilities of the President.** The President of the University is appointed by the Board of Regents and serves at the pleasure of the Board. The President is the chief executive and academic officer of the University and has direct charge of and is responsible to the Board for the operation of the University. The President shall submit to the Board, in writing, an annual report on the condition of the University.
 - A. In compliance with and pursuant to KRS 164.350(2), the Board shall adopt, and amend from time to time as appropriate, separate written rules, regulations, and policies relating to the governance of officers, agents, and employees of the University.
 - B. The President is hereby designated as an official spokesperson and representative of the University. As the University's designated representative, the President is delegated the general authority to act on behalf of the University and the Board of Regents.
 - C. The general authority granted to the President may be further subject to separate written rules, regulations, and policies, authorized by the Board from time to time pursuant to the authority of KRS 164.350(2) and section 1A of Article VI of the Bylaws, which may be amended from time to time, as appropriate, and at the discretion of the Board.
 - D. The President may designate another University officer or employee to exercise, in whole or in part, the authority provided to the President herein, or in separate written policies, provided that the President shall be responsible for the actions of his/her designee.
2. **Review and Compensation of the President**
 - A. The President shall be evaluated, in executive session, at the annual meeting of the Board, according to written objectives, specific and general, developed by the President in conjunction with the Board and presented to the Board at the outset of each academic year. The Board shall have the discretion to obtain the services of an outside evaluator to assist the Board in the evaluation of the President.
 - B. The Executive Committee shall serve as the President's Compensation Committee and, based on each annual evaluation, meet in executive session to review the President's compensation package. The compensation package recommended by the Executive Committee shall be presented to the full Board for approval.

ARTICLE VII

1. **Amendment to Bylaws.** Amendments to these bylaws may be proposed by any member at any duly constituted meeting of the Board but will not be acted upon until the next meeting. Adoption of amendments shall require a vote of two-thirds (2/3) of the members.
2. **Parliamentary Procedure.** The parliamentary procedure of the Board of Regents shall be governed by Robert's Rules of Order.

1 AN ACT relating to employment at public postsecondary education institutions.

2 ***Be it enacted by the General Assembly of the Commonwealth of Kentucky:***

3 ➔Section 1. KRS 164.360 is amended to read as follows:

- 4 (1) (a) Each board of regents for the universities shall~~may~~ appoint a president, ~~and~~
5 ~~on the recommendation of the president may, in its discretion, appoint all~~
6 faculty members and employees, and fix their compensation and tenure of
7 service, subject to the provisions of subsections (2) to (5)~~subsection (2)~~ of
8 this section. Faculty member and employee appointment and removal
9 decisions may be delegated to the president in accordance with policy
10 adopted by each board of regents.
- 11 (b) The board of regents for the Kentucky Community and Technical College
12 System shall appoint a president, ~~and on the recommendation of the president~~
13 ~~may, in its discretion, appoint all faculty members and employees, and fix~~
14 their compensation and tenure of service, subject to the provisions of
15 subsections (2) to (5)~~subsection (2)~~ of this section. Faculty member and
16 employee appointment and removal decisions may be delegated to the
17 president in accordance with policy adopted by the board of regents.
- 18 (2) No person shall receive an employment contract~~be employed~~ for a longer period
19 than four (4) years, except full-time faculty members may, in lieu of receiving
20 tenure if offered by the public postsecondary institution, receive an employment
21 contract for up to six (6) years. No person shall be employed at an institution
22 where his or her relative serves on the board of regents for that institution.
- 23 (3) Each board may remove the president of the university or Kentucky Community
24 and Technical College System and~~and upon the recommendation of~~ the
25 president may remove any faculty member or employee~~employees, but~~
- 26 **(4)** No president or faculty member shall be removed except for cause, which shall
27 include incompetency, neglect of or refusal to perform his or her duty,~~or for~~

1 immoral conduct, or failure to meet college or university performance and
2 productivity requirements as determined in accordance with subsection (5) of this
3 section. A president or faculty member shall not be removed until after thirty
4 (30)~~ten (10)~~ days' notice in writing, stating the nature of the charges preferred, and
5 after an opportunity has been given him or her to make defense before the board by
6 counsel or otherwise and to introduce testimony which shall be heard and
7 determined by the board. Charges against a president shall be preferred by the
8 chairperson of the board upon written information furnished to him or her, and
9 charges against a faculty member shall be preferred in writing by the president
10 unless the offense is committed in his or her presence.

11 (5) President and faculty member performance and productivity shall be evaluated at
12 least once every four (4) years using a process approved by each board. Failure to
13 meet performance and productivity requirements may result in removal of a
14 president or faculty member regardless of status. The evaluation process shall be
15 established by each board and provided to all faculty members by January 1,
16 2026, to become effective July 1, 2026.

17 ➔Section 2. KRS 164.230 is amended to read as follows:

18 (1) The board of trustees has full power to suspend or remove any of the officers,
19 teachers, professors, or agents that it is authorized to appoint, but no president,
20 professor, or teacher shall be removed except for incompetency, neglect of or
21 refusal to perform his or her duty, ~~for for~~ immoral conduct, or failure to meet
22 college or university performance and productivity requirements as determined in
23 accordance with subsection (2) of this section. A president, professor or teacher
24 shall not be removed until after thirty (30)~~ten (10)~~ days' notice in writing, stating
25 the nature of the charges preferred, and after an opportunity has been given him or
26 her to make defense before the board by counsel or otherwise and to introduce
27 testimony which shall be heard and determined by the board. Officer, teacher,

1 professor, or agent appointment and removal decisions may be delegated to the
2 president in accordance with policy adopted by the board of trustees.

3 (2) President, teacher, and professor performance and productivity shall be evaluated
4 at least once every four (4) years using a process approved by the board. Failure
5 to meet performance and productivity requirements may result in removal of a
6 president, teacher, or professor regardless of status. The evaluation process shall
7 be established by the board and provided to all faculty members by January 1,
8 2026, to become effective July 1, 2026.

9 ➔Section 3. KRS 164.830 is amended to read as follows:

10 (1) The board of trustees of the University of Louisville shall constitute a body
11 corporate, with the usual corporate powers, and shall possess all the authorities,
12 immunities, rights, privileges, and franchises usually attaching to the governing
13 bodies of Kentucky public higher educational institutions. A majority of the voting
14 members of the board shall constitute a quorum for the transaction of business.
15 Powers of the board shall include the following:

16 (a) Appointment of a president, all faculty members, and other personnel and
17 determination of the compensation, duties, and official relations of each. No
18 relative of a board of trustee member shall be employed by the university.

19 Faculty member and personnel appointment decisions may be delegated to
20 the president in accordance with policy adopted by the board of trustees;

21 (b) Suspension or removal of the president, officers, faculty, agents, or other
22 personnel that it is authorized to appoint, except that no president, professor,
23 or teacher shall be removed except for incompetence, neglect of or refusal to
24 perform his or her duty, ~~for for~~ immoral conduct, or failure to meet college
25 or university performance and productivity requirements as determined in
26 accordance with paragraph (c) of this subsection. Any~~and that the~~ removal
27 shall be made in accordance with procedures established by law for state

1 institutions. Officer, faculty, agent, or other personnel removal decisions
2 may be delegated to the president in accordance with policy adopted by the
3 board of trustees;

- 4 (c) Creation of a process requiring the evaluation of the performance and
5 productivity of the president, professors, and teachers at least once every
6 four (4) years. Failure to meet performance and productivity requirements
7 may result in removal of a president, professor, or teacher regardless of
8 status. The evaluation process shall be established by the board and
9 provided to all faculty members by January 1, 2026, to become effective July
10 1, 2026;

- 11 (d) Election of a chairperson, a vice chairperson to act in the absence or
12 temporary disability of the chairperson, and any other officers as it deems
13 wise, including the annual election of a six (6) member executive committee
14 which shall have the powers that the board delegates to it and shall operate
15 under the rules the board shall establish under its authority to make bylaws,
16 rules, and regulations consistent with this chapter. The committee shall have
17 one (1) member representing the students, faculty, and nonteaching personnel
18 with the group alternating each year. The initial appointment to the executive
19 committee after March 21, 2017, shall be a faculty member, to be followed by
20 a student and a nonteaching personnel, respectively;[.]-]

- 21 (e)[(d)] Receipt, retention, and administration, on behalf of the university,
22 subject to the conditions attached, all revenues accruing from endowments,
23 appropriations, allotments, grants or bequests, and all types of property;[.]-]

- 24 (f)[(e)] Requirement of reports from the president, officers, faculty, and
25 employees as it deems necessary and proper from time to time;[.]-]

- 26 (g)[(f)] Granting degrees to graduates of the university, prescription of
27 conditions upon which postgraduate honors may be obtained, and conferment

1 of honorary degrees;~~[-]~~

2 ~~(h)~~~~(g)~~ The board shall periodically evaluate the institution's progress in
3 implementing its missions, goals, and objectives to conform to the strategic
4 agenda. Officers and officials shall be held accountable for the status of the
5 institution's progress; and~~[-]~~

6 ~~(i)~~~~(h)~~ The board shall adopt bylaws, rules, and regulations for the governance
7 of its members, officers, agents, and employees, which shall reference the
8 member removal and replacement provisions of KRS 63.080, and the board
9 shall enforce obedience to those bylaws, rules, and regulations.

10 (2) Board members shall receive no compensation for serving on the board, but shall be
11 reimbursed for travel expenses for attending meetings and performing other official
12 functions, consistent with the reimbursement policy for state employees. Board
13 members who reside outside the Commonwealth shall not be reimbursed for out-of-
14 state travel expenses.

15 (3) The provisions of KRS 164.030, 164.200, and 164.410, shall be applicable to the
16 University of Louisville, except where inconsistent with the purposes of KRS
17 164.810 to 164.870.



POLICY AND PROCEDURE DOCUMENT

TITLE: Faculty Promotion and Tenure

DEPARTMENT: Management

INITIALLY APPROVED:

EFFECTIVE: July 1, 2023

REVIEWED: May 1, 2023

REVISED: June 30, 2023

APPROVED BY: Management Department Full-Time Faculty

1. PURPOSE

The Western Kentucky University (WKU) Faculty Handbook provides policies and procedures for the promotion and tenure processes for tenure track (traditional and pedagogical faculty) and promotion-eligible (instructor, executive-in-residence) positions. The purpose of this policy is to supplement the WKU Faculty Handbook to establish promotion and tenure standards for faculty within the Management Department of the Gordon Ford College of Business.

Qualitative facets of performance often drive judgments on the part of promotion and tenure committees and administrators in the decision processes surrounding the promotion and tenure decisions. Examples of such subjective facets include: teaching effectiveness, quality of scholarly output, quality of service activities, collegiality, and overall commitment to professional responsibilities. As such, judgments about performance throughout the promotion and tenure processes are both necessary and valuable. In our policies where specific quantitative criteria are identified, those quantitative criteria are minimum performance expectations.

Faculty members working toward tenure and/or promotion should be aware that meeting any minimum threshold does not ensure promotion or tenure; however, failure to meet the minimum levels makes tenure and/or promotion highly unlikely. While the WKU Faculty Handbook and this department policy stipulate required materials, each individual applying for tenure and/or promotion also has the opportunity to submit any additional items in their portfolios that they believe are most reflective of validating and supporting their contributions and subsequent progress towards tenure and/or promotion.

2. GUIDELINES

a. Guiding Documents

i. *WKU Faculty Handbook*

- The **standards** for tenure and/or promotion to Associate Professor (traditional or pedagogical) are set forth in the WKU Faculty Handbook in place on the employment

start date indicated in the formal letter of appointment. The **processes, procedures, and deadlines** for tenure and/or promotion to Associate Professor are set forth in the WKU Faculty Handbook in place at the time of application for tenure and/or promotion.

- The **standards, processes, procedures, and deadlines** for promotion to all ranks (traditional or pedagogical) other than Associate Professor are set forth in the WKU Faculty Handbook in place at the time of application for promotion.

ii. Management Department Promotion and Tenure Documents

- Faculty in the Management Department will follow the department's written promotion and tenure guidelines as presented in the sections that follow.
- Tenure-track faculty in the Management Department will follow the department's written continuance portfolio guidelines.

b. Management Department Tenure Criteria

i. Teaching Effectiveness

The Management Department and GFCB operate with a student-centered mission, thereby expecting all faculty members to continuously demonstrate effective teaching to foster positive student learning outcomes. At a minimum, effective teaching consists of the following: (1) satisfactory presentation of course material in a clear, organized, understandable, and technologically efficient manner; (2) evidence of continuing concern with the components of the teaching role that occur outside the classroom, such as mentoring and being accessible to students; (3) providing career and academic advice; and, (4) being cooperative in developing, scheduling, and teaching courses in a variety of locations and delivery methods based on current departmental and college needs.

While the WKU Faculty Handbook provides a number of examples for evaluating effective teaching related to tenure and/or promotion, effective teaching requires that faculty consistently meet certain minimum standards and perform various required activities. The minimum performance criteria specified for the Management Department are:

- Meeting classes as scheduled to maintain appropriate contact hours
- Distributing and following clearly developed, informationally current course syllabi
- Using current and appropriate instructional materials and technology
- Being well-prepared for class
- Using fair and appropriate evaluations of student performance
- Being reasonably accessible to students
- Returning examinations and other assignments within a reasonable period of time
- Holding office hours in accordance with the WKU Faculty Handbook
- Receiving positive evaluations from SITE evaluations
- Receiving positive comments from SITE evaluations
- Receiving positive evaluations from Management Department peer evaluations
- Receiving positive comments from Management Department peer evaluations

Teaching effectiveness is the primary tenure determinant for pedagogical faculty. In addition to the expectation for teaching effectiveness for traditional faculty, pedagogical faculty should demonstrate their impact on student learning through excellence in teaching, strong student engagement, and the promotion of a student learning culture within the department.

The Management Department's Tenure and Promotion committee will consider all listed performance criteria in this document as well as examples provided by the WKU Faculty Handbook.

ii. *Scholarly Research and Creative Activity*

The Management Department Tenure Committee will evaluate the quality and impact of scholarly activity for each traditional tenure track faculty member.

Pedagogical faculty members are not precluded from conducting research but are not evaluated in this area for tenure.

Quality and impact of scholarly activity may be assessed in myriad ways including, but not limited to: journal/conference ranking, impact factor, journal acceptance rates, citation of the work, downloads, etc. Candidates must demonstrate a record of continuing effort in scholarly (research/creative) activity.

Scholarly (research/creative) activity requirements for consideration for tenure are a **minimum** of eight (8) scholarly activities, with a **minimum** of three (3) peer-reviewed journal articles.

iii. *University/Professional/Public Service*

A candidate must demonstrate a high level of sustained university/professional/public service. The quality of the candidate's service activities (i.e., the effort involved, the internal value to the department and the GFCB, the value to the department and GFCB stakeholders, favorable external exposure, name recognition, etc.) should be considered in evaluating the candidate's contributions. Also, the cooperation and collegiality of the faculty member in performing service activities will be considered. Only activities that are relevant to the candidate's role as a faculty member or that make use of their professional expertise can be used as evidence of demonstrated achievement in this area. The WKU Faculty Handbook provides a number of examples for service activities to be considered.

The Management Department Tenure Committee will evaluate the extent and quality of a faculty member's service activities. Candidates for tenure must have engaged in a **minimum** of ten (10) service activities during the tenure review period.

Expectations for traditional and pedagogical faculty are consistent with respect to University/Professional/Public Service.

c. Management Department Promotion Criteria

i. *Teaching Effectiveness*

Traditional and pedagogical faculty being promoted to Associate or Full Professor rank must exhibit teaching characteristics consistent with those described for tenure. Please refer to section 2bi and the WKU Faculty Handbook.

Teaching Effectiveness expectations for an Instructor are consistent with those expressed for traditional and pedagogical faculty.

ii. Scholarly Research and Creative Activity

Traditional faculty being promoted to Associate or Full Professor must exhibit scholarly characteristics consistent with those described in section 2bii and the WKU Faculty Handbook.

Scholarly (research/creative) activity requirements for consideration for promotion to Associate Professor for traditional tenure track faculty are a **minimum** of eight (8) scholarly activities, with a **minimum** of three (3) peer-reviewed journal articles.

Scholarly (research/creative) activity requirements for promotion to the rank of Professor for traditional tenure track faculty are a **minimum** of eighteen (18) activities, with a **minimum** of seven (7) peer-reviewed journal articles since initial appointment. Note that promotion to the rank of Full Professor is based on a full body of career work, with an emphasis on the most recent years, and should represent a continuous and sustained contribution in this area over the faculty member's career.

iii. University/Professional/Public Service

Traditional and pedagogical faculty being promoted to Associate or Full Professor rank must exhibit service characteristics consistent with those described for tenure. Please refer to section 2biii and the WKU Faculty Handbook.

Promotion to Associate Professor: Candidates for promotion to Associate Professor must have engaged in a **minimum** of ten (10) service activities since appointment to the rank of Assistant Professor.

Promotion to Professor: A candidate for promotion to Professor must have engaged in a **minimum** of twenty-five (25) service activities since initial appointment. Note that promotion to Full Professor is based on a full body of career work, with an emphasis on the most recent years, and should represent a continuous and sustained contribution in this area over the faculty member's career.

The University/Professional/Public Service expectations for an Instructor are consistent with those expressed for traditional and pedagogical faculty.

Department Chair

Dean



POLICY AND PROCEDURE DOCUMENT

NUMBER: BIOL.1021
TITLE: Continuance, Tenure, Promotion, and Post-Tenure Review of Full-Time Faculty
DATE: November 17, 2023
REVISED:
EFFECTIVE: July 1 following initial approval and subsequent revisions
AUTHORIZED: Michael Smith, Chair

I. SCOPE AND PURPOSE

Ensuring a strong, relevant, and productive faculty is among the most important responsibilities of an academic department. Key to this is a framework for guiding and evaluating faculty development and performance that is fair, transparent, and outcomes-focused. The **Faculty Handbook** establishes the university-level categories, overarching criteria, procedures, and timelines for continuance, tenure, promotion, and post-tenure review of full-time faculty; within and consistent with that framework, individual academic departments develop specific standards, processes, and guidelines associated with each of these evaluative processes.

This policy establishes the procedures through which departmental standards, processes, and guidelines for continuance, tenure, promotion, and post-tenure review are generated, considered, and approved. It applies to all full-time faculty ranks (traditional, pedagogical, instructor), and encompasses both tenure-eligible and non-tenure eligible ranks. This policy is aligned with **WKU Policy 0.000v: Policy on Policies**, **WKU Policy 1.001v: Academic Affairs Policies – General**, and **Biology Policy BIOL-001v: Departmental Policy Development and Approval**.

II. POLICY

A. Evaluation Standards, Processes, and Guidelines

1. Consistent with university policy as articulated in the **Faculty Handbook**, faculty in the Department of Biology are evaluated for tenure and promotion to Associate Professor – and, by extension, continuance – based on the departmental criteria and standards in place at the time of hire into a tenure-eligible position as indicated in the formal letter of appointment. These criteria and standards are contained in Appendix I.
2. Faculty applying for promotion to Professor, Instructor II, or Senior Instructor are evaluated based on the departmental criteria and standards in place at the time of application. These criteria and standards are contained in Appendix I.
3. Faculty applying for tenure and/or promotion should follow the processes and guidelines in place at the time of application, or the year immediately prior. These processes and guidelines are contained in Appendix II. A template Application for Continuance, Tenure, and/or Promotion is contained in Appendix III.
4. Post-tenure review of faculty follow the standards and processes set forth in the **Faculty Handbook**.

B. Review of Policy, Guidelines, and Standards

1. This policy and accompanying processes and guidelines included in Appendix II will be reviewed and, as needed, revised every five years, in accordance with **WKU Policy 0.000v: Policy on Policies and Biology Policy BIOL.001v: Departmental Policy Development and Approval**.
2. The criteria and standards for faculty evaluation included in Appendix I will be reviewed and, as needed, revised every 10 years, in accordance with **Biology Policy BIOL.001v: Departmental Policy Development and Approval**.
3. University, division, or college mandates may necessitate review and/or revision of this policy, its associated criteria, standards, processes, and/or guidelines at times other than those outlined above.

III. PROCEDURE

A. Evaluative Bodies

Within the Department of Biology:

1. The departmental Tenure & Promotion Committee is charged with making recommendations to the Department Chair/Head regarding continuance, tenure, and promotion. The departmental Tenure & Promotion Committee is comprised of all tenured faculty members in the department, and is generally chaired by the tenured faculty member with the longest term of service in the department. The Department Chair/Head serves *ex officio*.
2. For faculty undergoing continuance review or consideration for tenure and promotion to the rank of Associate Professor, all members of the departmental Tenure & Promotion Committee are eligible to participate in the review process. For tenured faculty applying for promotion to Professor, only those members of the departmental Tenure & Promotion Committee holding the rank of Professor are eligible to participate in the review process. For instructors applying for promotion, all members of the departmental Tenure & Promotion Committee are eligible to participate, as well as all faculty holding an instructor rank higher than that of the candidate at the time of application.
3. The **Faculty Handbook** establishes the minimum size and make-up of tenure and promotion committees, and outlines procedures for generating committees of appropriate size and composition if sufficient numbers do not exist within the department.
4. Consistent with university policy as articulated in the **Faculty Handbook**, the Department Chair/Head is responsible for evaluating continued development and productivity of post-tenure faculty within the context of the annual performance evaluation.

B. Nature and Frequency of Evaluations

Within the Department of Biology:

1. Continuance, tenure, and promotion review of faculty follows the policies, procedures, and timelines set forth in the **Faculty Handbook**.
2. Faculty of any rank applying for promotion (including those simultaneously applying for tenure) have the opportunity to submit a draft version of their promotion materials to the departmental Tenure & Promotion Committee for feedback. The deadline for submission of draft materials is one month prior to the required date of final submission set forth in the Faculty Handbook.

IV. RELATED DOCUMENTS

WKU Policy 0.000v: Policy on Policies

WKU Policy 1.001v: Academic Affairs Policies – General

Biology Policy BIOL.001v: Departmental Policy Development and Approval

Faculty Handbook

V. REASON FOR REVISION

APPENDICES

Appendix I: Department of Biology – Criteria and Standards for Continuance, Tenure, and Promotion

Appendix II: Department of Biology – Processes and Guidelines for Evaluation of Faculty

Appendix III: Department of Biology – Application for Continuance, Tenure, and/or Promotion

APPENDIX I

DEPARTMENT OF BIOLOGY CRITERIA AND STANDARDS FOR CONTINUANCE, TENURE, AND PROMOTION

The Department of Biology values and expects its faculty to pursue excellence and evidence-based best practice in the areas of teaching, research/scholarly activity (as appropriate to rank), and service within their respective sub-disciplines; supporting the success and professional development of students is an integral component. The Department recognizes fundamental demonstrable components of performance in each of these areas.

As part of a community of teachers and scholars, WKU Biology faculty are expected to interact in a collegial atmosphere of mutual respect, with integrity, honesty, and regard for academic freedom. They should work with one another responsively and in a productive fashion that furthers the success of students and colleagues, enhances the productivity and reputation of the department, and supports the broader mission of the University.

Finally, the Department values inclusivity, diversity, and collaboration and is committed to modeling these core principles in our teaching, research/scholarly activity, and service activities. We strive to create an environment where everyone feels safe, welcomed, appreciated, and heard, and one in which every individual can flourish.

The Department encourages and expects faculty members to develop a professional identity aligned with their individual strengths and interests, while maintaining a level of professionalism and productivity appropriate to their rank. The pages that follow establish (1) the expectations of professional conduct for faculty of all ranks, (2) exemplars of accomplishment in teaching, research/scholarly activity, and service, (3) a basis for evaluating professional identity and innovation/impact in teaching, research/scholarly activity, and service, and (4) criteria and minimum levels of accomplishment required to qualify for continuance, tenure, and/or promotion for each rank.

Expectations of Faculty Professional Conduct

The following represent the expectations of professional conduct expected of all Department of Biology faculty.

Category	Standards of Performance
Teaching	<p>Systematic presentation of accurate, current information with an appropriate level of rigor in content and assessment</p> <p>Maintenance of good teaching habits that conform to university policy and best practice, including posting class syllabi, meeting scheduled classes, timely grading, responsiveness and accessibility to students</p> <p>Fair, impartial, and respectful treatment of students</p>
Research/ Scholarly Activity	<p>Establishment of a sustained research program in one's area of specialty that engages WKU students (traditional ranks)</p> <p>Analysis and dissemination of data related to the scholarship of teaching (pedagogical ranks)</p> <p>Responsible and ethical conduct in research, in compliance with all relevant laws, policies, and standards</p>
Service	<p>Informed advising of students as assigned</p> <p>Regular engagement in departmental meetings and governance</p> <p>Sustained, conscientious service on departmental committees</p> <p>Participation in programs/activities that enhance the reputation of the department or center</p> <p>Sustained effort directed at recruitment or retention of students</p>
Collegiality	<p>Willingness to volunteer for activities that support the departmental mission</p> <p>Accountable to students and colleagues for one's actions</p> <p>Respectful and professional interaction with students and colleagues</p> <p>Honest, ethical conduct in all aspects of one's professional responsibilities</p> <p>Commitment to advancing departmental diversity, equity, and inclusion goals and initiatives</p>

Exemplars of Accomplishment

The following constitute a non-exclusive list of the types of evidence that can be used to document accomplishments in teaching, research/scholarly activity, and service as part of an application for tenure and/or promotion. As appropriate, candidates may include other relevant and equivalent exemplars.

Teaching

Sub-Category	Exemplars of Accomplishment
Productivity	<p>Regular teaching of a WKU course</p> <p>Development of a new course or laboratory</p> <p>Teaching a field- or laboratory-based course</p> <p>Teaching a course in an alternative-delivery format (online, regional campus, study abroad, study away)</p> <p>Regular preparation of a lab course</p> <p>Coordination/supervision of a multi-section lab course</p>
Quality	<p>Presenting course content in an engaging and effective manner</p> <p>A pattern of median SITE ratings above 3.0 for a course, or improvement over the review period that reaches this threshold</p> <p>Favorable evaluation of teaching performance based on peer appraisal</p> <p>Use of recurring comments on evaluations by peers or students to improve teaching</p> <p>Completion of a professional development activity in the area of teaching</p> <p>Receipt of a teaching award</p>

Student Development	Supervisor of a student research project (BIOL 399, BIOL 516, FUSE, etc.) Mentorship of a student internship experience (BIOL 369) Supervision of undergraduate/graduate TAs Service on a student research committee (Honors, MS, etc., at WKU or elsewhere)
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Research/Scholarly Activity

Sub-Category	Exemplars of Accomplishment
Productivity	Peer-reviewed publication in the candidate's research sub-discipline or related area Primary or corresponding/senior authorship of a peer-reviewed publication Presentation in the candidate's research sub-discipline or related area at a professional meeting Pursuit/receipt of intramural/extramural funding to support a research agenda
Quality	Peer-reviewed publication beyond the minimum number expected Primary or corresponding/senior authorship beyond the minimum number expected Presentation at a professional meeting with national/international scope Presentation as an invited speaker Completion of a professional development activity in the area of scholarship Receipt of a research award
Student Development	Lead mentor for a student completing an undergraduate or graduate thesis project at WKU or elsewhere Peer-reviewed publication that includes WKU student coauthor(s) Presentation at a professional meeting that includes WKU student coauthor(s) Mentorship of a WKU student that assists in their professional advancement

Service

Sub-Category	Exemplars of Accomplishment
Productivity	Sustained, conscientious service on a departmental committee, including centers Chair of a departmental committee or director of a center Conscientious service on a college/university committee Chair of a college, or university committee or director of such a center Service on a local, state, or national governmental agency/commission related to the area of professional expertise Work with a K-12 school, community group, or other public entity related to the area of professional expertise Referee/reviewer of a grant proposal or manuscript Membership in professional society
Quality	Sustained effort associated with college/university priority initiatives such as diversity/equity/inclusion, recruitment/retention, accreditation, etc. Completion of a professional development activity in an area related to one's service Receipt of a service/advising award
Student Development	Advisor to a WKU student organization Organizational role in a university-sponsored workshop, conference, showcase, etc. aimed at students Participant in a program/activity that enhances the reputation of WKU and its students

Basis for Evaluating Professional Identity and Innovation/Impact

The following constitute a non-exclusive list of the types of evidence that can be used to document innovation/impact in teaching, research/scholarly activity, and service as part of an application for tenure and/or promotion. As appropriate, candidates may include other relevant and equivalent exemplars.

Category	Standards of Performance
Teaching	Regular teaching of a high-enrollment WKU course Teaching an inquiry-based/science process course Regular teaching at multiple levels (lower-division, upper-division, graduate) Improvement of a course in ways that develop students' scientific/writing/critical thinking Incorporation of innovative pedagogical best-practices to enhance student learning in a course (e.g., flipped class instruction, immediate feedback technology) Acquisition of new materials to enhance teaching and learning in a course
Research/Scholarly Activity	Publication of high impact or significance within the research sub-discipline Production and dissemination of non-peer-reviewed content that presents scientific information to the lay or general scientific public Acquisition of new research equipment or capabilities Leadership in obtaining large-scale or multi-investigator funding Development of intellectual property, and/or attainment of a patent or copyright
Service	Service as an academic program coordinator Sustained participation in a program/activity that enhances the reputation of the department/college/university Member of the editorial board or staff for a professional journal Officer in professional society Organizational role in a professional meeting, workshop, etc. Advising load 10% higher than departmental average

The following serves as the rubric through which the innovation/impact of a candidate's professional identity and accomplishments in teaching, research/scholarly activity, and service are evaluated.

Category	Very High	High	Moderate	Low
Teaching, Research/Scholarly Activity, or Service	The candidate's accomplishments have far exceeded the minimum standards, their pattern of activities has a clear and distinctive focus, and their contributions have reflected significant leadership. Their activities have had a very high level of impact on the department, college, university, and/or profession.	The candidate's accomplishments have exceeded the minimum standards, their pattern of activities has a clear and complementary focus, and their contributions have been meaningful and demonstrated leadership. Their activities have yielded significant benefit to the department, college, university, and/or profession.	The candidate's accomplishments have met the minimum standards, their pattern of activities has a clear focus, and their contributions have been appropriate in scope. Their activities have benefitted the department, college, university, and/or profession.	The candidate's accomplishments may have met the minimum standards, but their pattern of activities has been unfocused and/or their contributions minimal. Their activities have had only a limited impact on the department, college, university, and/or profession.

Traditional Faculty with Research Expectations

Criteria and Minimum Standards for Continuance, Tenure, and Promotion

During their first year, each pre-tenure faculty member will work with their departmental Mentoring Committee and the Department Chair/Head to establish an individualized continuance plan – including specific targeted outcomes and timelines – intended to enable the faculty member to meet the criteria and minimum levels of accomplishment and innovation/impact to qualify for tenure and promotion to the rank of Associate Professor by the mandatory tenure decision year. Each year, the faculty member will be evaluated through the continuance process on their (1) maintenance of expectations of professional conduct set forth above, and (2) progress towards meeting established outcomes in their continuance plan. Modifications to the continuance plan may be made as warranted during the probationary period, with the twin goals of ensuring the (1) faculty member is provided a fair, equitable, and clear path to tenure and promotion, and (2) integrity of departmental standards for tenure and promotion are maintained.

A faculty member applying for tenure and promotion to the rank of Associate Professor will be evaluated by an appropriately-constructed departmental Tenure & Promotion Committee (as defined in the Faculty Handbook) on their professional conduct, growth, and accomplishments during the probationary period relative to the specific outcomes set forth in the continuance plan. A tenured faculty member applying for promotion to the rank of Professor will be evaluated by an appropriately-constructed departmental Tenure & Promotion Committee (as defined in the Faculty Handbook) on their professional conduct, accomplishments, and continued professional development during the period since the last promotion. In order to earn a positive recommendation from the Committee regarding tenure and/or promotion, a faculty member shall meet all of the following criteria:

1. Established a pattern of **professional conduct** in teaching, research/scholarly activity, service, and collegiality that meets or exceeds the minimum expectations set forth above; and
2. Provided documentary evidence of accomplishments reflective of **productivity, quality, and student development** in teaching, research/scholarly activity, and service that meets or exceeds the productivity minimum requirements for the rank sought, based on the criteria set forth below; and
3. Established an intentional and cohesive professional identity and portfolio of accomplishments which has had an appropriate **innovation/impact** on the department/college/university/profession, based on the criteria set forth below.

Both continuance evaluation and evaluation for tenure and/or promotion is based on a three-level process. At the first level, a candidate is evaluated on their pattern of professional conduct relative to the expectations set forth above. The Tenure & Promotion Committee will assume *a priori* these are being met unless there is a documented pattern to the contrary. Corrective action for any identified shortcomings in professionalism must be taken so that all expectations are met prior to the next continuance evaluation or consideration for tenure and/or promotion; evidence of particularly egregious conduct may result in an immediate negative recommendation for continuance.

Assuming a positive finding regarding professional conduct, the candidate will subsequently be evaluated on progress towards/attainment of the productivity minimum requirements set forth below for the rank sought. The candidate will provide numerical data for each year of the review period. Continuance evaluations will consider the candidate's progress towards meeting the minimum requirements and continued sustained productivity beyond the point they are met. Failure to make progress in one or more areas over multiple continuance cycles may result in a negative continuance recommendation; failure to meet all productivity requirements by the end of the review period will result in a negative recommendation for tenure and/or promotion.

Assuming a positive finding regarding productivity, the candidate will finally be evaluated based on the extent to which they have established an intentional and cohesive professional identity and their accomplishments have had an

appropriate level of innovation/impact. Within each category of teaching, research/scholarly activity, and service, the candidate will provide a narrative that describes their contributions to each accomplishment and the impact of that activity.

A positive finding at all three levels is required to earn a positive recommendation for tenure and/or promotion.

Productivity Minimum Requirements for Tenure and Promotion to Associate Professor

A candidate for tenure and promotion to the rank of Associate Professor shall demonstrate they have met or exceeded the following minimum accomplishments reflective of productivity, quality, and student development in teaching, research/scholarly activity, and service. While these represent minimum levels, candidates are expected to maintain a positive trajectory and sustained pattern of accomplishment in each category across the review period (i.e., after these minima are reached).

1. Teaching

- a. At least 2 different lecture and/or lab courses regularly taught, including at least 1 in the candidate's area of specialization; and
- b. A pattern of median SITE ratings above 3.0 for each course, or improvement over the review period that reaches this threshold; and
- c. Supervision of at least 3 undergraduate students and 1 graduate student in research/scholarly activity that is either tied to an independent research course (e.g., BIOL 399, 516, 599) or funded through a grant to the student or faculty member.

2. Research/Scholarly Activity

- a. At least 3 peer-reviewed and indexed publications, including at least 2 research publications related to the candidate's sub-discipline, and at least 1 that reflects work conducted at WKU and in which the candidate is a primary (lead or corresponding) author; and
- b. At least 2 submissions as PI/co-PI to internal/external funding agencies to support the candidate's research agenda, including at least 1 submission as PI/co-PI for external funding; and
- c. At least 3 unique oral/poster presentations by the candidate or their supervised WKU research students at state/regional/national/international scientific meetings, including at least 2 with WKU student coauthors.

3. Service

- a. Sustained, conscientious service on at least 1 departmental committee; and
- b. Participation in 2 college/university priority initiatives related to diversity/equity/inclusion, recruitment/retention, accreditation, etc.; and
- c. Participation in at least 3 activities in public and/or professional service.

A candidate shall also demonstrate an intentional and cohesive professional identity and level of innovation/impact which has resulted in at least an overall **Moderate** level of impact on the department/college/university/profession.

Productivity Minimum Requirements for Promotion to Professor

The Department believes the academic freedom associated with tenure allows and encourages a faculty member to take greater agency over the direction of their professional career. That said, a successful application for promotion to Professor is less about attaining a minimum set of accomplishments (though ongoing productivity in all areas is expected) and more about the extent to which the candidate has demonstrated mastery of their discipline and leadership in one or more aspects of their professional roles. A candidate for promotion to the rank of Professor shall demonstrate they have met or exceeded the following minimum standards of accomplishment in:

1. Teaching

- a. An ongoing pattern of productivity, quality, and student development consistent with the minimum requirements necessary to have attained tenure; and
- b. Evidence of engagement in activities that reflect pedagogical ownership of one's courses and their place in the broader curriculum.

2. Research/Scholarly Activity

- a. An ongoing pattern of productivity, quality, and student development consistent with the minimum requirements necessary to have attained tenure; and
- b. Evidence of a mature and self-sustaining research program that engages WKU students.

3. Service

- a. An ongoing pattern of productivity, quality, and student development consistent with the minimum requirements necessary to have attained tenure; and
- b. Evidence of leadership in service through sustained chairing of a departmental committee or center, and/or greater involvement on college/university-level committees or public/professional entities.

A candidate shall also demonstrate an intentional and cohesive professional identity and level of innovation/impact which has resulted in at least an overall **High** level of impact on the department/college/university/profession.

Pedagogical Faculty

Criteria and Minimum Standards for Continuance, Tenure, and Promotion

During their first year, each pre-tenure faculty member will work with their departmental Mentoring Committee and the Department Chair/Head to establish an individualized continuance plan – including specific targeted outcomes and timelines – intended to enable the faculty member to meet the criteria and minimum levels of accomplishment and innovation/impact to qualify for tenure and promotion to the rank of Associate Professor by the mandatory tenure decision year. Each year, the faculty member will be evaluated through the continuance process on their (1) maintenance of expectations of professional conduct set forth above, and (2) progress towards meeting established outcomes in their continuance plan. Modifications to the continuance plan may be made as warranted during the probationary period, with the twin goals of ensuring the (1) faculty member is provided a fair, equitable, and clear path to tenure and promotion, and (2) integrity of departmental standards for tenure and promotion are maintained.

While traditional research, i.e., Scholarship of Discovery, is not required of pedagogical faculty, such faculty are encouraged to engage in the Scholarship of Pedagogy and/or Application. To that end, pedagogical faculty will be evaluated on their systematic involvement in and productivity related to the analysis and dissemination of data intended to enhance teaching and learning. Involvement in traditional research and/or engagement of students in scholarly activity may be presented as evidence of enhanced impact.

A faculty member applying for tenure and promotion to the rank of Associate Professor will be evaluated by an appropriately-constructed departmental Tenure & Promotion Committee (as defined in the Faculty Handbook) on their professional conduct, growth, and accomplishments during the probationary period relative to the specific outcomes set forth in the continuance plan. A tenured faculty member applying for promotion to the rank of Professor will be evaluated by an appropriately-constructed departmental Tenure & Promotion Committee (as defined in the Faculty Handbook) on their professional conduct, accomplishments, and continued professional development during the period since the last promotion. In order to earn a positive recommendation from the Committee regarding tenure and/or promotion, a faculty member shall meet all of the following criteria:

1. Established a pattern of **professional conduct** in teaching, scholarship of pedagogy, service, and collegiality that meets or exceeds the minimum expectations set forth above; and
2. Provided documentary evidence of accomplishments reflective of **productivity, quality, and student development** in teaching, scholarship of pedagogy, and service that meets or exceeds the productivity minimum requirements for the rank sought, based on the criteria set forth below; and
3. Established an intentional and cohesive professional identity and portfolio of accomplishments which has had an appropriate **innovation/impact** on the department/college/university/profession, based on the criteria set forth below.

Both continuance evaluation and evaluation for tenure and/or promotion is based on a three-level process. At the first level, a candidate is evaluated on their pattern of professional conduct relative to the expectations set forth above. The Tenure & Promotion Committee will assume *a priori* these are being met unless there is a documented pattern to the contrary. Corrective action for any identified shortcomings in professionalism must be taken so that all expectations are met prior to the next continuance evaluation or consideration for tenure and/or promotion; evidence of particularly egregious conduct may result in an immediate negative recommendation for continuance.

Assuming a positive finding regarding professional conduct, the candidate will subsequently be evaluated on progress towards/attainment of the productivity minimum requirements set forth below for the rank sought. The Candidate will provide numerical data for each year of the review period. Continuance evaluations will consider the candidate's progress towards meeting the minimum requirements and continued sustained productivity beyond the point they

are met. Failure to make progress in one or more areas over multiple continuance cycles may result in a negative continuance recommendation; failure to meet all productivity requirements by the end of the review period will result in a negative recommendation for tenure and/or promotion.

Assuming a positive finding regarding productivity, the candidate will finally be evaluated based on the extent to which they have established an intentional and cohesive professional identity and their accomplishments have had an appropriate level of innovation/impact. Within each category of teaching, research/scholarly activity, and service, the candidate will provide a narrative that describes their contributions to each accomplishment and the impact of that activity.

A positive finding at all three levels is required to earn a positive recommendation for tenure and/or promotion.

Productivity Minimum Requirements for Tenure and Promotion to Associate Professor

A candidate for tenure and promotion to the rank of Associate Professor shall demonstrate they have met or exceeded the following minimum accomplishments reflective of productivity, quality, and student development in teaching, research/scholarly activity, and service. While these represent minimum levels, candidates are expected to maintain a positive trajectory and sustained pattern of accomplishment in each category across the review period (i.e., after these minima are reached).

1. Teaching
 - a. At least 2 different lecture and/or lab courses regularly taught, including at least 1 in the candidate's area of pedagogical specialization; and
 - b. A pattern of median SITE ratings above 3.0 for each course, or improvement over the review period that reaches this threshold; and
 - c. Coordination of at least one multi-section lab course, including supervision of undergraduate and/or graduate teaching assistants.
2. Scholarship of Pedagogy/Application
 - a. At least 5 examples of analysis/dissemination of data focused on enhancing teaching and learning to internal or external audiences, e.g., publications, grant proposals, and/or unique presentations.
3. Service
 - a. Sustained, conscientious service on at least 1 departmental committee; and
 - b. Participation in 2 college/university priority initiatives related to diversity/equity/inclusion, recruitment/retention, accreditation, etc.; and
 - c. Participation in at least 3 activities in public and/or professional service.

A candidate shall also demonstrate an intentional and cohesive professional identity and level of innovation/impact which has resulted in at least an overall **Moderate** level of impact on the department/college/university/profession.

Productivity Minimum Requirements for Promotion to Professor

The Department believes the academic freedom associated with tenure allows and encourages a faculty member to take greater agency over the direction of their professional career. That said, a successful application for promotion to Professor is less about attaining a minimum set of accomplishments (though ongoing productivity in all areas is expected) and more about the extent to which the candidate has demonstrated mastery of their discipline and leadership in one or more aspects of their professional roles. A candidate for promotion to the rank of Professor shall demonstrate they have met or exceeded the following minimum standards of accomplishment in:

1. Teaching

- a. An ongoing pattern of productivity, quality, and student development consistent with the minimum requirements necessary to have attained tenure; and
- b. Evidence of engagement in activities that reflect pedagogical ownership of one's courses and their place in the broader curriculum.

2. Scholarship of Pedagogy/Application

- a. An ongoing pattern of productivity, quality, and student development consistent with the minimum requirements necessary to have attained tenure; and
- b. Evidence of a mature and self-sustaining program of scholarly activity.

3. Service

- a. An ongoing pattern of productivity, quality, and student development consistent with the minimum requirements necessary to have attained tenure; and
- b. Evidence of leadership in service through sustained chairing of a departmental committee or center, and/or greater involvement on college/university-level committees or public/professional entities.

A candidate shall also demonstrate an intentional and cohesive professional identity and level of innovation/impact which has resulted in at least an overall **High** level of impact on the department/college/university/profession.

Faculty of Instructor Rank Criteria and Minimum Standards for Promotion

As instructors move from their initial hiring towards a goal of promotion to Instructor II, they will be provided guidance from the Department Chair/Head or their designee intended to enable the faculty member to meet the criteria and minimum levels of accomplishment and innovation/impact to qualify for promotion to the rank of Instructor II.

A faculty member applying for promotion to the rank of Instructor II will be evaluated by an appropriately-constructed departmental Tenure & Promotion Committee (as defined in the Faculty Handbook) on their professional conduct, growth, and accomplishments during the review period relative to the criteria and minimum standards set forth below. A tenured faculty member applying for promotion to the rank of Senior Instructor will be evaluated by an appropriately-constructed departmental Tenure & Promotion Committee (as defined in the Faculty Handbook) on their professional conduct, accomplishments, and continued professional development during the period since the last promotion. In order to earn a positive recommendation from the Committee regarding promotion, a faculty member shall meet all of the following criteria:

1. Established a pattern of **professional conduct** in teaching and service, and collegiality that meets or exceeds the minimum expectations set forth above; and
2. Provided documentary evidence of accomplishments reflective of **productivity, quality, and student development** in teaching and service that meets or exceeds the productivity minimum requirements for the rank sought, based on the criteria set forth below; and
3. Established a cohesive professional identity and portfolio of accomplishments which has had an appropriate **innovation/impact** on the department/college/university/profession, based on the criteria set forth below.

Research/scholarly activity is not an expectation of faculty holding instructor ranks. Involvement in research/scholarly activity may be presented as evidence of enhanced impact.

Evaluation for promotion is based on a three-level process. At the first level, a candidate is evaluated on their pattern of professional conduct relative to the expectations set forth above. The Tenure & Promotion Committee will assume *a priori* these are being met unless there is a documented pattern to the contrary. Corrective action for any identified shortcomings in professionalism must be taken so that all expectations are met prior to consideration for promotion.

Assuming a positive finding regarding professional conduct, the candidate will subsequently be evaluated on progress towards/attainment of the productivity minimum requirements set forth below for the rank sought. The candidate will provide numerical data for each year of the review period. Continuance evaluations will consider the candidate's progress towards meeting the minimum requirements and continued sustained productivity beyond the point they are met. Failure to make progress in one or more areas over multiple continuance cycles may result in a negative continuance recommendation; failure to meet all productivity requirements by the end of the review period will result in a negative recommendation for tenure and/or promotion.

Assuming a positive finding regarding productivity, the candidate will finally be evaluated based on the extent to which they have established a cohesive professional identity and their accomplishments have had an appropriate level of innovation/impact. The candidate will provide a narrative that describes their contributions to each accomplishment and the impact of that activity.

A positive finding at all three levels is required to earn a positive recommendation for promotion.

Productivity Minimum Requirements for Promotion to Instructor II

The Department strongly values the contributions of instructors, especially those who have made an ongoing commitment to WKU through their sustained service, and recognizes promotion as a meaningful way to reward this commitment. A candidate for promotion to the rank of Instructor II shall demonstrate they have met or exceeded the following minimum accomplishments reflective of productivity, quality, and student development in teaching and service. While these represent minimum levels, candidates are expected to maintain a positive trajectory and sustained pattern of accomplishment in each category across the review period (i.e., after these minima are reached).

1. Teaching

- a. At least 2 different lecture and/or lab courses regularly taught, including at least 1 high enrollment, multi-section, or alternative delivery course; and
- b. A pattern of median SITE ratings above 3.0 for each course, or improvement over the review period that reaches this threshold.

2. Service

- a. Sustained, conscientious service on at least 1 departmental committee.

A candidate shall also demonstrate a level of innovation/impact which has resulted in at least an overall **Moderate** level of impact on the department/college/university/profession.

Productivity Minimum Requirements for Promotion to Senior Instructor

The Department believes the rank of Instructor II allows and encourages a faculty member to take greater agency over the direction of their professional career. That said, a successful application for promotion to Senior Instructor is less about attaining a minimum set of accomplishments (though ongoing productivity in all areas is expected) and more about the extent to which the candidate has demonstrated mastery of their discipline and proactive engagement in one or more aspects of their professional roles. A candidate for promotion to the rank of Senior Instructor shall demonstrate they have met or exceeded the following minimum standards of accomplishment in:

1. Teaching

- a. An ongoing pattern of productivity and quality consistent with the minimum requirements necessary to have attained the rank of Instructor II; and
- b. Evidence of engagement in activities that reflect pedagogical ownership of one's courses and their place in the broader curriculum.

2. Service

- a. An ongoing pattern of productivity consistent with the minimum requirements to have attained the rank of Instructor II; and
- b. Evidence of engagement in activities that support the broader departmental mission and/or enhance the reputation of the department/college/university. Engagement in research/scholarly activity may be used to fulfill this requirement.

A candidate shall also demonstrate a level of innovation/impact which has resulted in at least an overall **High** level of impact on the department/college/university/profession.

Approved by the following individuals/entities:

Department of Biology Faculty

November 17, 2023

Date

Michael Smith

Chair/Head, Department of Biology

November 17, 2023

Date

Brown, David Digitally signed by Brown, David
Date: 2024.07.10 15:10:52 -05'00'

7/10/24

Dean, Ogden College of Science and Engineering (or designee)

Date

Robert Fischer 8/2/2024

Provost and Vice President for Academic Affairs (or designee)

Date

APPENDIX II

DEPARTMENT OF BIOLOGY PROCESSES AND GUIDELINES FOR CONTINUANCE, TENURE, AND PROMOTION

The Department of Biology seeks to hire and develop outstanding faculty who will find a home and professionally flourish at WKU. To that end, it is critical that we provide both clear criteria and expectations upon which faculty will be evaluated, as well as the necessary peer support and structure that will enable a faculty member to create a path to success and subsequently articulate their case for having met the necessary expectations.

The pages that follow establish (1) the processes through which faculty are mentored and evaluated, and (2) the guidelines faculty should follow when developing application packets for continuance, tenure, and/or promotion.

Processes through which Faculty are Mentored and Evaluated

The Department of Biology has established the following structures and processes intended to support and provide formative guidance to faculty as they progress through the continuance, tenure, and/or promotion process:

1. Mentoring Committee – Pre-tenure faculty are assigned a Mentoring Committee consisting of two members of the tenured faculty with expertise and experience similar to that of the faculty member; the Department Chair/Head serves *ex officio*. The Mentoring Committee works with the faculty member to chart a path intended to allow the faculty member to meet the requirements for tenure and promotion by the mandatory tenure decision year; this plan will include specific targeted outcomes and associated timelines. The Mentoring Committee meets with the faculty member each semester to discuss progress towards meeting targeted benchmarks, address any questions or concerns of the faculty member, and provide suggestions for next steps. The Mentoring Committee will also summarize the candidate's progress to the Tenure & Promotion Committee during each evaluation cycle. The overall role of the Mentoring Committee is to be a critical and constructive resource to – though not an advocate for – the candidate.
2. Third-Year Review – Pre-tenure faculty are provided a third-year review by the Tenure & Promotion Committee. This review takes place as part of the continuance evaluation cycle following the third year of service at WKU (i.e., two years prior to the mandatory tenure decision year). As part of this more comprehensive review, pre-tenure faculty will receive explicit feedback on their progress towards tenure and promotion, including any issues that need to be addressed prior to the mandatory tenure decision.
3. Pre-Application Seminar – Tenure-track faculty members preparing to apply for tenure and/or promotion are required to give a departmental seminar during the semester prior to the year in which the application for tenure and/or promotion will be made. This seminar gives pending candidates the opportunity to share their research/scholarly activity with colleagues and students, and receive feedback that may be helpful in preparing their application packet.
4. Application Packet Review – Candidates for tenure and/or promotion are offered the opportunity to submit a draft copy of their application packet one month prior to the relevant deadline set forth in the **Faculty Handbook**. This draft packet will be reviewed by the Tenure & Promotion Committee, which will provide suggestions for improvement prior to submission of the final version.
5. External Review – Candidates for tenure and promotion to the rank of Associate Professor will prepare a current CV to be sent for external review at least one month prior to the deadline for submission of the final application packet. External reviewers will be specifically asked to provide their feedback on the candidate's research/scholarly productivity and impact in the subdiscipline; to that end, the CV should include all exemplars of research/scholarly productivity that will be included in the application packet. At the same time, the candidate will provide the names of two potential reviewers who (1) are knowledgeable about the

candidate's field of research, (2) do not have a direct collaborative or personal relationship with the candidate, and (3) who would be willing and able to provide a review within the necessary timeframe; candidates may also provide a list of individuals who they wish not be considered as potential reviewers. The Department Chair/Head, working in conjunction with the Mentoring Committee, will identify two additional potential external reviewers meeting these same criteria, who are not among the candidate's list of excluded individuals. The Department Chair/Head will select one reviewer from each group and solicit their reviews, to be returned directly and in confidence to the Chair/Head by the application deadline provided in the **Faculty Handbook**. These reviews will be included in the materials available to the Tenure & Promotion Committee for their evaluation of candidate of the candidate's application for tenure and promotion. Reviewers will be informed that, while neither their names nor reviews will be provided by the department to the candidate, this information may become available to the candidate in the event of a promotion/tenure decision appeal.

Processes through which the Tenure and Promotion Committee Evaluates Candidates

The Tenure & Promotion Committee will utilize the following general process when evaluating candidates for continuance, tenure and/or promotion:

1. Evaluate Faculty Professional Conduct – The Committee will assume *a priori* that the candidate meets established expectations of professional conduct but, as necessary, will consider and discuss any documented pattern of evidence to the contrary. The Committee will take into account any extenuating circumstances identified by the candidate that may mitigate their ability to meet these standards. The Committee will then determine whether to (1) move onto the next stage of evaluation with no conditions, (2) move onto the next stage of evaluation with conditions for corrective action to be taken prior to the next evaluation cycle, or (3) move to an immediate vote on the recommendation regarding continuance, tenure and/or promotion;
2. Evaluate Faculty Productivity, Quality, and Student Development – Assuming a positive finding regarding professional conduct, the Committee will next evaluate the candidate's documented pattern of productivity, quality, and student development in each of the areas of teaching, research/scholarly activity, and service. This stage of evaluation will involve determining whether or not the candidate has meet – or in the case of continuance evaluation, is on a trajectory to meet – the established productivity minimum requirements for the rank being sought; this will be largely an objective evaluation, based on the list and description of exemplars, as well as supporting documentation, provided by the candidate in their application packet. Based on this evidence, the Committee will determine whether to (1) move onto the next stage of evaluation with no conditions, (2) move onto the next stage of evaluation with recommendations/conditions for corrective action to be taken prior to the next evaluation cycle, or (3) move to an immediate vote on the recommendation regarding continuance, tenure, and/or promotion;
3. Evaluate Faculty Innovation/Impact – Assuming a positive finding regarding productivity, quality, and student development, the Committee will next evaluate the candidate's level of innovation/impact in each of the areas of teaching, research/scholarly activity, and service. This stage of the evaluation will involve consideration of whether the candidate has met – or in the case of continuance evaluation, is on a trajectory to meet – the established expectations regarding professional identity and innovation/impact for the rank being sought, based on the narrative and supporting documents provided by the candidate in their application packet and, as appropriate, feedback provided by external reviewers. The Committee will identify any recommendations/conditions for corrective action to be taken prior to the next evaluation cycle. The Committee will then move to a vote on the recommendation regarding continuance, tenure, and/or promotion.

Guidelines for Developing Application Packets

The **Faculty Handbook** establishes dates by which applications for continuance, tenure, and/or promotion must be made. In addition, it establishes the areas of performance and types of evidence relevant to evaluation of faculty for each specific rank. Within this framework, the Department of Biology has established the following guidelines for all faculty to follow when preparing their application packets for continuance, tenure, and/or promotion:

1. Candidates should take a longitudinal perspective when presenting and self-assessing their professional growth and performance. This is especially the case for pre-tenure faculty during the continuance process and when applying for tenure and promotion to the rank of Associate Professor, as the tenure decision is both an evaluation of past performance and an assessment of likely future performance and continued professional development. Within this context, candidates should specifically include in their narrative:
 - a. Analysis and graphical presentation of trends in select SITE items across all courses. The specific SITE items presented are at the candidate's discretion, but should be indicative of teaching quality.
2. Similarly, when self-assessing performance in teaching, research/scholarly activity, and service, candidates should emphasize their specific contribution, and the level of innovation and impact of their efforts. Quality is more important than simple quantity of accomplishments (though productivity minimum requirements have been established).
3. The Department recognizes that student appraisals of teaching effectiveness are limited in their reliability and validity. As such, additional indicators of teaching effectiveness beyond SITE results must be provided. Such indicators could include peer evaluations of teaching, external certifications of course or teaching quality, etc.
4. Candidates should use the most recent Application for Continuance, Tenure, and/or Promotion to prepare their packets for continuance, tenure, and/or promotion. This document is referenced in Appendix III of this policy, and provided in electronic form on the **Biology Department Organization Site in Blackboard**.
5. In addition to the Application cited above, candidates are minimally expected to provide the following as Appendices:
 - a. SITE results (including comments) for all courses evaluated during the review period;
 - b. Additional indicators of teaching effectiveness;
 - c. First pages/abstracts of any publications/presentations/grant proposals submitted;
 - d. Award letters for any funding proposals awarded;
 - e. Complete copies of all manuscripts in review and/or the final stages of preparation and cited in the application;
 - f. Certificates or award letters reflecting any awards received relevant to teaching, research/scholarly activity, and/or service.
 - g. Copies of all Mentoring Committee reports (if applicable) during the review period; and
 - h. Letters of support from colleagues, collaborators, and students.

APPENDIX III



DEPARTMENT OF BIOLOGY
APPLICATION FOR CONTINUANCE, TENURE, AND/OR PROMOTION
Not to exceed 50 pages, excluding Appendices

Faculty Member:	
Current Rank:	
Mandatory Tenure Year (if applicable):	
Mentoring Committee (if applicable):	
Date of Application:	
Applying for:	<input type="checkbox"/> Continuance – 1 st semester <input type="checkbox"/> Continuance – 1 st Year <input type="checkbox"/> Continuance – 2 nd Year <input type="checkbox"/> Continuance – 3 rd Year Review <input type="checkbox"/> Continuance – 4 th Year <input type="checkbox"/> Tenure & Promotion <input type="checkbox"/> Promotion
Electronic Signature:	<div style="text-align: center;">X</div> <hr style="width: 50%; margin: 0 auto;"/>

SUMMARY

Please summarize below (1) your time in rank at WKU; (2) primary teaching, research/creative activity, and service responsibilities; and (3) any extenuating factors that are relevant to interpretation and evaluation of your application packet, e.g., approved extension of the tenure clock, service time credit or variance from minimum years in rank as articulated in your letter of employment. [250 words maximum]

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PROFESSIONAL CONDUCT

It is assumed *a priori* that all faculty will meet the established departmental expectations of professional conduct; as such, no supporting documentation is required. That said, the T&P Committee will take into account any direct evidence that suggests one or more of these standards is not being met. Discuss below any relevant extenuating circumstances that may have mitigated your ability to meet these minimum standards of performance, e.g., medical leave, alternative workload assignment/buyout of effort. If no such circumstances, indicate N/A. [250 words maximum]

TEACHING PRODUCTIVITY, QUALITY, STUDENT DEVELOPMENT, AND INNOVATION/IMPACT

Please (1) use the table below to document your quantifiable accomplishments in the area of teaching relative to the established productivity minimum requirements for tenure and/or promotion, adding additional rows as needed, and (2) provide a narrative summarizing the innovation/impact of your activities in the area of teaching.

Activity	Academic Year					
Productivity						
Total different courses taught by year						
New preparations by year						
Lab/field courses by year						
Alternative delivery courses by year						
Lab courses prepped by year						
Lab courses coordinated by year						
Cumulative diff. courses over review period						
Quality						
Median SITE ratings across courses by year						
Number PD activities completed by year						
Teaching awards by year						
Student Development						
Research experiences supervised by year						
Internship experiences supervised by year						
Research committees served by year						
TAs supervised by year						
Innovation/Impact						
Total enrollments across courses by year						
Inquiry-based/process courses by year						
Cumulative course levels over review period						
Courses revised/improved by year						
Courses enhanced via acquisitions by year						

<p>Please summarize below the innovation/impact associated with the activities cited in the table above. Include (1) a list of specific courses taught each AY, ending enrollments, and which (if any) were new or revised preps, lab/field, alternative delivery, and/or process courses; (2) the nature and extent of your effort and involvement in any activities intended to improve teaching quality or effectiveness; (3) a list of students mentored in research or internship and a brief summary of each student's project/experience; and (4) a brief summary of any additional indicators of the innovation/impact related to teaching.</p>

RESEARCH/SCHOLARLY PRODUCTIVITY, QUALITY, STUDENT DEVELOPMENT, AND INNOVATION/IMPACT

Please (1) use the table below to document your quantifiable accomplishments in the area of research/scholarly activity relative to the established productivity minimum requirements for tenure and/or promotion, adding additional rows as needed, and (2) provide a narrative summarizing the innovation/impact of your activities in the area of research/scholarly activity.

Activity	Academic Year					
Productivity						
Peer-reviewed publications by year						
Research publications by year						
Primary author publications by year						
Non-peer reviewed scientific pubs by year						
Internal grants/contracts submitted by year						
Internal grants/contracts funded by year						
External grants/contracts submitted by year						
External grants/contracts funded by year						
Unique oral/poster presentations by year						
Total oral/poster presentations by year						
Quality						
National/internat'l presentations by year						
Invited speaker presentations by year						
Number of PD activities completed by year						
Research awards by year						
Student Development						
Thesis projects supervised by year						
Student coauthored publications by year						
Student coauthored presentations by year						
Student professional mentorships by year						
Innovation/Impact						

High impact publications by year						
Lay/general science public content by year						
Research capacity acquisitions by year						
Large-scale project leadership by year						
Intellectual property by year						

Please summarize below the innovation/impact associated with the activities cited in the table above. Include (1) citations for all publications, grants, and presentations and a summary of your contributions to each; (2) a brief summary of non-peer reviewed content produced and disseminated to the lay/general science public and your contributions to each; (3) a brief summary of publications of high impact/significance and/or large-scale/multi-investigator projects and your contributions to each; (4) citations and brief summary of any intellectual property developed/copyrights or patents received; and (5) a brief summary of any additional indicators of the innovation/impact related to research/scholarly activity.

SERVICE PRODUCTIVITY, QUALITY, STUDENT DEVELOPMENT, AND INNOVATION/IMPACT

Please (1) use the table below to document your quantifiable accomplishments in the area of service relative to the established departmental productivity minimum requirements for tenure and/or promotion, adding additional rows as needed, and (2) provide a narrative summarizing the innovation/impact of your activities in the area of service.

Activity	Academic Year					
Productivity						
Departmental committees served by year						
Departmental committees chaired by year						
College/univ. committees served by year						
College/univ. committees chaired by year						
Agencies/commissions served by year						
Schools/public entities served by year						
Grants/manuscripts reviewed by year						
Professional society memberships by year						
Cumulative cmtes over review period						
Cumulative cmtes chaired over review per.						
Quality						
Priority initiatives served by year						
Number PD activities completed by year						
Service/advising awards by year						
Student Development						
Student organizations advised by year						
Workshops, etc. organized by year						

Reputational activities participated by year						
Innovation/Impact						
Program coordination by year						
Reputational activities sustained by year						
Editorial boards/staff served by year						
Organizations served as officer by year						
Number of advisees by year						

Please summarize below the innovation/impact associated with the activities cited in the table above. Include (1) a list of specific service activities completed each AY and a summary of your contributions to each; (2) the nature and extent of your effort and involvement in any activities that enhance the reputation of the department/college/university, and/or its students; (3) a summary of your contributions to advising relative to the departmental average; and (4) a brief summary of any additional indicators of the innovation/impact related to service.

ADDITIONAL VALUE-ADDED IMPACT

Please summarize any contributions in areas outside of those associated with the responsibilities of your position (e.g., engagement in traditional research as a pedagogical faculty or instructor, administrative assignments not associated with a reduction in other responsibilities). Describe the nature and extent of these contributions, and how they have had a positive impact on the department/college/university. [500 words maximum]

GLOSSARY

The following definitions clarify the meaning assigned to terms used throughout this document, as well as contained in the department's **Criteria and Standards for Continuance, Tenure, and Promotion**.

Lecture and/or lab course – a content-based course offered on a set schedule to a group of students. Independent study and independent research courses, cooperative experience and internship courses, and individualized thesis and capstone project courses are not considered lecture and/or lab courses.

Different courses – courses having unique prefix and number combinations (e.g., BIOL 120, BIOL 121) and/or lecture/lab courses that have the same course number but are unique in their content and delivery (e.g., BIOL 131, BIOL 328, BIOL 457). Courses offered simultaneously and/or with the same number to different groups of students (e.g., undergraduate vs. graduate sections, embedded honors sections, in-person vs. online sections) are considered the same course, but teaching at multiple levels/via multiple modalities is recognized as an indicator of impact/innovation.

Regular teaching – teaching a course with a common title/subtitle or focus taught on a regular rotation. Special topics or other courses taught one time do not meet the criterion of regular teaching.

Indexed publication – a peer-reviewed publication in a journal indexed by PubMed, Web of Science, or other well-established indexing service in the field.

Research publication – a peer-reviewed publication that is based on empirical data, generated or synthesized by the authors (especially primary or corresponding author).

Non-peer reviewed scientific publication – a publication intended for a scientific audience but not subject to strict peer-review. Examples include invited book chapters, methods papers, etc.

Unique presentation – an oral or poster presentation that incorporates new data or a new approach beyond what has been presented previously. The same presentation given at multiple venues is not considered to constitute a unique presentation.

Total presentations – the number of presentations given within a certain time period. This number includes both unique presentations as defined above, as well as the same/similar presentations given at multiple venues.

Sustained, conscientious service/effort – service or effort provided over multiple semesters and in which meaningful contributions are made. Incidental activities, or being a member of a committee without regular involvement or activity does not constitute sustained, conscientious service/effort.