

COLLEGE OF HEALTH PROFESSIONS GUIDELINES FOR TENURE AND PROMOTION

The Wichita State University (WSU) Policies and Procedures Manual shall be the overall guide in matters of promotion and tenure, including appeals. The following guidelines are considered as further elaboration of that document specifically to reflect the unique nature of the College of Health Professions (CHP). Departmental role statements must be consistent with college and university tenure and promotion policies and shall be the guiding document for tenure and promotion review. The guidelines for tenure and promotion are not a rigid set of rules. The documents of each candidate will be reviewed on individual merits in relation to the guidelines for tenure and promotion.

CHP Vision

Innovation and excellence in education to promote a healthy society

CHP Mission Statement

The College of Health Professions is a learning community that embraces diversity and is dedicated to developing health care professionals by:

- Valuing students – our primary focus
- Integrating teaching, scholarship, practice, and service,
- Partnering with the community

The College of Health Professions is unique in that a majority of faculty are scholars, educators, and clinicians. Health professions students are educated as health care clinicians and/or health care decision makers. This type of education requires excellent teaching effectiveness, a significant amount of hands-on individualized teaching, creative and innovative teaching, and time-consuming practicums and community/field work. Thus, the quantity and types of scholarly activity and the necessary level of teaching skills are best evaluated by the department and college. When evaluating the expectations for CHP faculty, the workload demands unique to the clinical education of health professions students must be considered and teaching, scholarship, and service expectations must be kept reasonable and balanced. Therefore, as stated in the WSU Tenure and Promotion guidelines, “These judgments will always be made primarily at the departmental and college levels.”

In consideration of each candidate, the College Tenure and Promotion Committee shall look for positive, substantial, and significant contributions in the areas of teaching, scholarship, service, and, if appropriate, practice. In the case of tenure, the committee shall look for a high degree of confidence that this performance will be continued and enhanced. Under ordinary circumstances, these areas are considered based on the assigned percentages of effort. These areas shall be considered in particular as they enhance and contribute to the mission, vision, and goals of the CHP.

A. Review of Teaching

Teaching is a purposeful activity designed to facilitate learning progress toward specified goals and may include a variety of educational experiences, such as classroom, laboratory, field, and clinical instruction, and/or individual and small group activities. The types of teaching and emphasis placed on each type of teaching vary by role and are defined specifically by the department in accordance with the College Tenure and Promotion Guidelines.

Forms of Teaching Documentation

See **Appendix A** for a listing of examples of types of teaching activities and examples of how to document teaching activities and teaching effectiveness. As noted in Appendix A, four types of teaching documentation are required

1. Evaluation by department chairperson consistent with department and university guidelines.
2. Student evaluations consistent with department and university guidelines. Standardized or normative evaluations are desirable.
3. Candidate's statement of his/her role in the department should include a reflective statement of teaching which includes teaching philosophy, methods, and evaluation.
4. Peer evaluation. For the purpose of this document, peers may include other members of the department, college, university, and others in the discipline outside the university.

B. Review of Scholarship

Scholarship is defined as those activities that advance teaching, research, and practice of the health discipline, with dissemination beyond the academic unit. The body of scholarship should expand knowledge, include refereed works, and be able to be reproduced or elaborated by other scholars. The types of scholarship and emphasis placed on each type of scholarship vary by role and are defined specifically by the department in accordance with the College Tenure and Promotion Guidelines.

Forms of Scholarship may include:

- Discovery, where new and/or unique knowledge is generated.
- Teaching, where the teacher creatively builds bridges between his or her own understanding and the student learning.
- Application, where the emphasis is on the use of new knowledge in solving society's problems.
- Integration, where new relationships among disciplines are discovered as well as interpretation, fitting one's own research, or the research of others, into larger intellectual patterns; and
- Leadership, where the demonstration of expertise or role modeling advances the mission of the University and/or the profession. Leadership includes all roles: administration, teaching, mentoring, practice, and service.

See **Appendix B** for a listing of examples of forms of scholarship and examples of how to document that scholarship.

Quality published scholarship is essential for a positive recommendation for promotion and/or tenure. The CHP recognizes all quality intellectual contributions. The candidate shall have exhibited individual capacity in his/her scholarly writings. However, sole authorship is not required to demonstrate individual capacity. Rather, there must be clear evidence that the candidate has played a major role in the scholarship. Indications of quality published scholarship may include:

1. **Journal Publications:** Refereed journal publications are essential to promotion/tenure. Invited publications are valued in that they indicate recognition of expertise. The CHP defines the term "refereed" in accordance with the Faculty Senate as an article that has been "...carefully reviewed and evaluated before publication by scholars or experts..." Both academic and practitioner journals are acceptable publication vehicles.

2. **Books / Book Chapters / Monographs:** These are desirable forms of scholarship for promotion/tenure. In the health disciplines books, book chapters, and monographs are frequently refereed. Such publications may be considered high quality forms of scholarship. Special consideration will be given to books / book chapters / monographs that incorporate forms of discovery, application, and integration of scholarship.
3. **Professional Presentations:** These are desirable forms of scholarship for promotion/tenure. The value assigned to the presentation will be determined by such factors as the quality of the presentation, the nature of the competition and whether or not the presentation was refereed and published in conference proceedings.
4. **Professional / Practice / Research Reports:** These are desirable forms of scholarship but not essential for promotion/tenure.
5. **Competitive Scholarly / Research Grant Proposals:** Submission of competitive grant proposals is desirable for promotion/tenure. The value assigned to grant proposals will be determined by such factors as the nature of the competition, internal vs. external grant proposals, and the research output of the grant project.

C. Review of Service

Service is considered to consist of those activities that are of benefit to the various units within the university, the community of scholars, and the local, state, and national communities to which the individual contributes by virtue of a position as a teacher, scholar, and practitioner. Service must relate to the faculty member's professional role.

Examples of service include but are not limited to:

- Service to department, college and university.
- Service to one's profession, e.g., serving on committees, holding office, organizing programs.
- Service to community in a professional capacity, e.g., membership on boards, volunteer work.
- Service as editor, reviewer, or member of an editorial board for a professional journal or as a reviewer of presentation proposals for a professional conference.
- Service as a consultant in one's discipline contributing to the development of the profession.
- Participation in special assignments as designated by the department, college, or university.
- Reviewer of grant proposals or policies of a funding agency.
- Participation in a practice setting relating to the faculty member's professional role, unless listed as a scholarship component.

D. Standards According to Rank

Recommendations for advancement in rank and/or tenure will be made according to the standards stated below. A terminal degree in a field appropriate to the discipline in which the candidate teaches or conducts research, scholarship, or creative activities is normally required for appointment or promotion to the rank of assistant professor, associate professor, or professor. The Department Role Statements serve as a reference for specific guidelines by rank and for clarification of the terminal degree by discipline. Departmental guidelines may exceed these standards. Exceptions to these guidelines will require careful documentation based on an adequate rationale.

In addition to standards for each rank, the candidate for tenure will demonstrate a potential for continuing growth in the areas of teaching, scholarship, and service, to assure future contributions to the college and university.

1. **Assistant Professor:** The faculty member will demonstrate evidence of ability to teach and show evidence of potential for ongoing achievement in research, scholarship, creative activity, and some university or professional service appropriate to the mission of the department and college.
2. **Associate Professor:** The faculty member will demonstrate documented effectiveness of teaching, a record of research, scholarship, or creative activity which has earned recognition in professional circles at the regional or national level, and some professional or university service.
3. **Professor:** The faculty member will demonstrate evidence of sustained effective teaching, a record of excellence in research, scholarship, or creative activity which has resulted in significant impact/outcomes in professional circles at the national level, and demonstrate academic leadership in the form of service to the university and the profession, OR demonstrate evidence of excellence in teaching, a record of sustained accomplishment in research, scholarship, or creative activity that has led to recognition in professional circles at the national level, and demonstrate academic leadership in the form of service to the university and the profession.

E. External Reviews

The college will follow the University guidelines for the external review process. As stated in the University guidelines for tenure and promotion, “Members of a review committee typically expect to find external reviews in the files of all candidates. When external reviews are not employed, therefore, an explanation should be provided in the candidate’s statement.”

F. Preparation of the Dossier

It is the candidate’s responsibility to provide sufficient evidence and documentation of productivity, quality and rigor of scholarship, relevance of work to discipline/faculty role, and teaching effectiveness in an organized fashion that is in compliance with the University guidelines. In order for any candidate to be adequately evaluated by committees within the department, college and University levels, documentation must be clear and unambiguous.

G. Pre-Tenure Review

In addition to annual evaluation, a pre-tenure review shall be required for probationary faculty in their third probationary year. The pre-tenure review document must be submitted to the CHP T&P Committee by the first Monday after spring break of the third probationary year. See Appendix C for details of this procedure.

Adopted by the College of Health Professions Faculty 05/01/08

Approved by the University Tenure & Promotion Committee 05/02/08

APPENDIX A

Examples of types of teaching activities and examples of how to document teaching activities and teaching effectiveness.

Teaching Activities examples include but are not limited to:

- Curriculum development activities including developing, coordinating, and evaluating experiential and other new learning activities.
- Using new technology to improve teaching effectiveness.
- Participation in experimental teaching, innovative approaches, interdisciplinary teaching.
- Developing unique methods to evaluate student learning, skills, and professionalism.
- Presenting workshops, and/or professional continuing education.
- Developing methods to evaluate individual teaching, courses, or curricula.
- Professional development such as participation in workshops designed to improve teaching or clinical expertise.
- Development of new courses/major revisions of existing courses.
- Advising, thesis and project committees, facilitating student publications, practice, and presentations.
- Coordination of team and/or interdisciplinary courses.
- Other teaching activities directed toward the intellectual stimulation of students, colleagues, or the university community.

Teaching Documentation should reflect content of the departmental role statements.

Examples include but are not limited to:

1. Evaluation by department chairperson consistent with department and university guidelines.
 2. Student evaluations consistent with department and university guidelines. Standardized or normative evaluations are desirable.
 3. Candidate's statement of his/her role in the department should include a reflective statement of teaching which includes teaching philosophy, methods, and evaluation.
 4. Peer evaluation. For the purpose of this document, peers may include other members of the department, college, university, and others in the discipline outside the university.
- Awards or honors to mentored students.
 - Evidence of student learning.
 - Faculty honors, awards, recognition of teaching.
 - Grade distribution patterns.
 - Syllabi and other class materials, including Web-based materials.
 - Evidence of improvement of teaching and student learning.
 - Teaching and/or course portfolios.
 - Employer evaluations of graduates.
 - Course load, including contact hours.
 - Classroom observation and/or course material review.
 - Pass rates of students on national/state certification and licensure exams.
 - Course load, including contact hours.

**First four items are required elements*

APPENDIX B

Examples of forms of scholarship and how to document scholarship.

Documentation of scholarship should reflect content of the departmental role statements. Examples of documentation include but are not limited to:

Scholarship of Discovery

- Publications of research, theory, or philosophical essays.
- Presentation of research, theory, or philosophical essays.
- Grant proposal submissions and/or awards in support of research or scholarship.
- State, regional, national, or international recognition as a scholar in an identified area.
- Positive peer evaluations of the body of work.
- Books, monographs, or book chapters reflecting new knowledge.

Scholarship of Teaching

- Publication of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories.
- Successful applications of technology to teaching & learning (videotapes, CDs, Web).
- Positive peer assessments of innovations or excellence in teaching.
- Recognition as a master teacher within the university and/or profession.
- Published textbooks or other learning aids.
- Grant proposal submissions and/or awards in support of teaching and learning.
- Design of outcome studies or evaluation/assessment programs.
- Presentations related to teaching and learning.

Scholarship of Practice

- Publications of research, case studies, technical applications, or other practice issues.
- Presentations related to practice.
- Consultation reports.
- Reports compiling and analyzing patient, public health, or health service outcomes.
- Products, patents, license copyrights.
- Peer review of practice.
- Grant proposal submissions and/or awards in support of practice.
- State, regional, national, or international recognition of excellence in practice.
- Professional certification, degrees, and other specialty credentials.
- Policy papers related to practice.

Scholarship of Integration

- Publications of research, policy analysis, case studies, integrative reviews of the literature and others.
- Copyrights, licenses, patents, or products for sale.
- Published books, monographs, book chapters.
- Peer evaluations of contributions to integrative scholarship.
- Reports of interdisciplinary programs or service projects.
- Interdisciplinary grant proposal submissions and/or awards.

- Reports of meta-analyses related to practice problems.
- Reports of clinical demonstration projects.
- Presentations.
- Policy papers designed to influence organizations or governments.
- Citations of work or publications in disciplines outside one's own profession or discipline.

Scholarship of Leadership

- Publications and/or presentations.
- Mentorship of junior colleagues or students in research, scholarship, and administration that results in publication or presentation.
- Accreditation or other comprehensive program reports.
- State, regional, national, or international recognition of leadership in ones profession or discipline.
- Recognition of leadership within the department, college, and/or university.
- Innovation in program or curriculum development.

APPENDIX C

Policy and Procedures for Pre-Tenure Review

1. The Overall Procedure for the Pre-Tenure Review

The Department Committee and College Tenure and Promotion Committee will conduct the pre-tenure review.

- a. The department chairperson shall notify probationary faculty of their mandatory pre-tenure review no later than the 2nd Friday in September (beginning of the candidate's third probationary year).
- b. The pre-tenure review document must be submitted by the first Monday after spring break of the third probationary year of the faculty member's appointment.
- c. The Department Committee shall consist of three tenured faculty members from the faculty member's department. In departments with two or fewer tenured faculty, the department chairperson will convene the Department Tenure and Promotion Core Committee utilizing tenured faculty from within the college, which may also include the tenured faculty in the candidate's own department. The deadline for departmental review is the 2nd Friday in April.
- d. The College Committee will be comprised of the elected and appointed members consistent with procedures in the college bylaws. The deadline for college committee review is the 4th Friday in April.
- e. After both committee reviews are completed, the faculty member will meet jointly with the chairperson and dean to discuss the reviews and develop goals related to teaching, scholarship, and/or service to be achieved during the remainder of the probationary period.

2. Preparation of the Pre-Tenure Dossier

The materials shall be compiled in the same manner as a tenure or promotion dossier. The faculty member will complete a primary and secondary dossier using the university guidelines for such documents. Specific information as to the contents of the primary and secondary dossiers is found in Appendix D of this document, the University Policy & Procedure Manual, and the Faculty Handbook.

3. Expected Outcomes

The committee will write an evaluative statement that reviews the faculty member's teaching, research/scholarship, and service record. The committee shall make an evaluative comment regarding the faculty member's progress towards tenure and include recommendations to assist the faculty to achieve a successful tenure review. Copies of the statement will be given to the faculty member, the faculty member's department chairperson, and the college dean. A positive pre-tenure review does not constitute a definitive review for tenure.

The pre-tenure evaluative statements are NOT required to be included in the final T&P dossier, but can be submitted at the discretion of the candidate.

APPENDIX D

ROLES IN TENURE & PROMOTION PROCESS

Responsibilities of the College Dean:

1. Notifies candidates for tenure and/or promotion.
2. External Review – after identification of reviewers, contacts and obtains commitment from reviewers to serve. Obtains addresses of reviewers. Sends external review materials to reviewers by the first Friday of June.
3. Distributes tenure and promotion material from the Office of the Vice President of Academic Affairs and Research:
 - a. Calendar.
 - b. Criteria.
 - c. Format and procedure.
4. Calls the first meeting of the academic year for the College Tenure and Promotion Committee:
 - a. Provides the charge to the committee.
 - b. Does not participate in subsequent meeting
5. Adds to dossiers by the college dean:
 - a. Informs the candidate of any additions to or deficiencies in the primary or secondary dossier
 - b. Dean must provide copy of additional material to the candidate.
 - c. Additional materials requested by the College Tenure and Promotion Committee are placed at the end of the primary dossier or the secondary dossier, as appropriate.
6. Informs the candidate of the departmental decision and pursuant procedures:
 - a. Decision of the department chairperson.
 - b. Right to rebuttal/appeal and the procedure for the rebuttal/appeal.
7. Informs the candidate of college decisions and pursuant procedures:
 - a. Decision of the College Tenure and Promotion Committee.
 - b. Dean's recommendation.
 - c. Right to rebuttal/appeal.
 - d. Procedure for rebuttal/appeal.
 - e. Right to a meeting with the college dean and the chairperson of the College T&P Committee.
8. Submit the following results to the Vice President for Academic Affairs and Research:
 - a. Departmental Tenure and Promotion Committee's vote and evaluative statement.
 - b. Department chairperson vote and evaluative statement.
 - c. College Tenure and Promotion Committee's vote and evaluative statement.
 - d. Dean's recommendation and evaluative statement.

Responsibilities of the Department Chairperson:

1. Notifies the college dean of faculty applying for tenure and/or promotion.
2. Provides annual evaluation materials for review period (FARs, department chairperson and department committee annual evaluations).
3. Calls the first meeting of the Department Tenure and Promotion Committee:
 - a. Prepares copies of primary dossier of each candidate for committee members.
 - b. Notifies committee of availability of secondary document.
4. Informs the college dean of:
 - a. Decision of the Department Tenure and Promotion Committee and its evaluative statement.
 - b. Submits the department chairperson's recommendation and evaluative statement.
5. Confers with the college dean and nominee as requested.

Responsibilities of the Candidate:

1. Confers with the department chairperson on criteria and procedures.
2. Follows the University Tenure and Promotion Calendar.
3. Prepares documentation in support of nomination:

- a. Prepares the primary dossier in careful accordance with the university guidelines.
- b. Provides secondary dossier materials in support of the primary document.
- c. Consider having the primary and secondary dossiers reviewed for clarity, organization, and compliance with the university guidelines by a variety of colleagues (including those outside one's department/discipline) prior to submission of tenure documents.
4. Confers with the department chairperson and/or the college dean, if desired, regarding the bases for review decisions and on rebuttal/appeal procedures.
5. Prepares and submits rebuttals/appeals when necessary.

Responsibilities of the Department Tenure and Promotion Committee:

1. Meets with department chairperson.
2. Elects a committee chair and recorder.
3. Reviews documents of each candidate.
4. Cast votes for each candidate based upon departmental criteria.
 - a. Votes for tenure candidates first, followed by separate vote on promotion.
 - b. Non-binding, straw vote may be taken after discussion.
 - c. Final votes cast and recorded.
5. Prepares statement in support of the committee's decision. All committee members sign document of transmittal.
6. Informs the department chairperson of the decision and vote tallies and provides an evaluative statement.

Responsibilities of the College Tenure and Promotion Committee:

1. Meets at the call of the college dean.
2. Elects a chairperson and recorder.
3. Reviews documentation of each candidate.
4. Casts votes for each candidate based on departmental and college criteria.
 - a. Votes for tenure candidates first, followed by separate vote on promotion.
 - b. Non-binding straw votes may be taken after preliminary discussion.
 - c. Casts and records final votes.
5. Prepares statement supporting the decision of the committee. All committee members sign the transmittal sheet.
6. Informs the college dean of decisions and vote tallies

Responsibilities of the Assistant to the Dean:

1. Stamps date on materials when received.
2. Keeps a log of when materials are delivered for each candidate.
3. Prepares a Check-Out/In Sheet for tenure and promotion materials.
 - a. Reviewer signs in, adds date and time review begins and ends.
 - b. Sheets become part of candidates' permanent files.
4. Prepares one set of ballots for tenure and a second set for promotion.
5. Stores all tenure/promotion materials in the dean's office
6. Receives and date-stamps any additional materials submitted by the candidate.
 - a. Candidate must place any additional material in the secondary dossier.
 - b. Material placed in secondary dossier must be flagged, with flag indicating the date material was added. Flag extends beyond right edge of page.
 - c. Letters of support are placed in the primary dossier.
7. Prepares a copy of candidate's primary dossier for each member of the College Tenure and Promotion Committee:
 - a. Original document remains in the dean's office.
 - b. Advises committee members not to mark on the dossiers.

- c. Dean provides a copy of each candidate's primary dossier to each member of the College Tenure and Promotion Committee.
 - d. Dean notifies committee members of location of candidate's secondary dossier.
8. Prepares twelve copies of the primary dossier (including any materials added) of each candidate reviewed by the College Tenure and Promotion Committee to forward for the university-level review:
 - a. Twelve copies are forwarded to the Vice President for Academic Affairs and Research (VPAAR) with the college dean's memo of transmittal.
 - b. One copy is filed in the dean's office
 - c. One of the twelve copies sent to the VPAAR must be identified as containing the original Cover Sheets for the Tenure and Promotion File for AY___ (Page 1 of 3 for the Department Tenure and Promotion Committee and Page 2 of 3 for the College Tenure and Promotion Committee).
9. Prepares the twelve copies of the primary dossiers and the original secondary dossiers for transporting to the location designated by the VPAAR, then arranges for delivery prior to the deadline established in the Tenure and Promotion Calendar:

Order of materials in the primary dossier:

 - * Cover sheets: 3 (department, college, and university signature pages).
 - * Dean's recommendation to VPAAR.
 - * College Tenure and Promotion Committee recommendations.
 - * Department chairperson's recommendations.
 - * Department Tenure and Promotion Committee recommendations.
 - * Letters from external reviewers when candidate chooses to have external review.
 - * Additions/clarification, if any.
 - * Rebuttals/appeals.
 - * Basic document: 25 pages (including department chairperson's non-evaluative role statement).
 - * Annual Evaluations (FARs, department chairperson review, and department annual evaluation review committee).
10. Disposal of tenure/promotion documents:
 - a. Dean's office keeps original primary dossier and originals of any materials added.
 - b. Candidate's department is offered a clean copy of the 25-page basic document (without added materials) for its files.
 - c. Extra copies of the basic document are offered to the candidate.
 - d. Remaining copies are destroyed.
 - e. The entire secondary dossier is returned to the candidate after the tenure and promotion process is completed. None of the secondary dossier is copied.

Appendix E

Procedures of the College of Health Professions Tenure and Promotion Committee

1. For details of committee purpose and formation, see the CHP Bylaws.
2. Conduct of the CHP Tenure and Promotion Committee:
 - a. Regular meetings of the committee shall be determined at the first meeting of each semester. Meetings shall be scheduled consistent with demands of the university tenure and promotion calendar.
 - b. The college dean shall be available to the committee for purposes of consultation on matters of process and content. Similarly, the dean may meet with the committee to present matters of concern to the College.
 - c. The deliberations of the committee and the materials submitted by and for candidates are confidential. Committee members may not communicate with candidates about deliberations or materials.
 - d. Votes of the committee on matters regarding candidates shall be by secret ballot and shall be recorded according to the numbers for, against, and abstaining.
 - All members of the committee shall be present for deliberations and votes. Abstentions will not be registered except when a committee member declares he/she has a conflict of interest concerning a case.
 - Review of candidates for tenure and promotion shall be scheduled according to rank, from lower to higher ranks. Tenure cases shall be considered prior to promotion cases.
 - A consideration which receives negative votes from 50 percent or more of those casting ballots shall be interpreted as having received a negative committee vote.
 - e. The communication of results of committee deliberations shall be determined by procedures presented in the "University Tenure and Promotion Policies and Procedures" in the section "College Review of Nominees for Tenure or Promotion."
 - f. Minutes of each meeting shall be kept by the recorder, distributed to committee members, and placed in a binder of College Tenure and Promotion Committee minutes in the office of the college dean.
 - g. The committee shall adopt such rules and regulations as it may deem expedient for the conduct of its affairs, providing such rules are not inconsistent with policies and procedures of the WSU or of CHP policy.
 - h. The committee chairperson or designee shall report committee activities at meetings of the faculty of the CHP. The chairman shall submit a written annual report to the college faculty and administration. The reports will be consistent with the policy of confidentiality.