**Safety and Occupational Health Applied Sciences (SOHAS) Department Promotion and Evaluation Committee (DPEC) Guidelines**

**Purpose:**

The KSC SOHAS faculty are committed to assuring students are fully prepared to meet and exceed employer or graduate school requirements upon graduation. The purpose of this guideline is to identify faculty expectations. This guideline is to be used with the Faculty Handbook[[1]](#footnote-2) and other college resources (e.g. Learning, Teaching, & Scholarship Collaborative[[2]](#footnote-3)) to assist faculty. KSC success is dependent upon stakeholder holder[[3]](#footnote-4) satisfaction, ultimately resulting from teacher practices, and their commitment to scholarship and service, in and outside of the college.

**Terminal Degree & Certification Requirements:**

* FTTT faculty must, at the time of hire, hold a minimum of a master’s degree in an Occupational Safety and Health or similar field and,
* Emphasizing a culture of high professional standards, the SOHAS department mandates that all faculty members hold a current and relevant professional designation in Occupational Safety and Health, Engineering, Physical Sciences, or other related fields.
	+ For new faculty members lacking this designation at the time of hire, SOHAS will allow a period of three years to obtain a designation such as the Certified Safety Professional (CSP), Certified Industrial Hygienist (CIH), or equivalent.
	+ This requirement aligns with the department’s designation as a Quality Academic Program (QAP) as approved by the Board of Certified Safety Professionals (BCSP).
	+ Substitution of these requirements may be approved by the department upon documented majority vote or written approval from the department chair.

It's imperative that our faculty hold these credentials to set an example and prepare our students, who are expected to achieve the Graduate Safety Professional (GSP) designation upon completing their studies.

**Teaching and Advising in SOHAS:**

The primary responsibility of a faculty member at Keene State is to create sand provide ideal circumstances for students "to think critically and creatively, to engage in active citizenship, and to pursue meaningful work.[[4]](#footnote-5)" Critical to the teaching and learning process is an objective assessment of one’s teaching, and subsequent changes to enhance learning outcomes. Teaching effectiveness is ultimately measured by student learning, not faculty knowledge or actions. Evidence of teaching effectiveness should focus on assessment of student learning and subsequent course or program changes demonstrating improvement.

Evidence of teaching effectiveness should include (but is not limited to):

1. Examples of teaching methods employing high impact practices[[5]](#footnote-6) (where feasible) and evidence of student learning.
2. Examples of student assignments (not meeting, meeting and exceeding expectations) reflecting the course learning outcomes.
3. Assessment integration or evidence of teaching or course changes made following assessment of data compared to desired learning outcomes. Data may include anonymous student feedback, mid and final course evaluations, and peer observations.
4. Teaching or student documents that demonstrate preparation for classes such as effective communication with students; effective use of class time; encouragement of responsible, independent, analytic, or creative thought by students; academic demands appropriate for the level of the course; fair, careful, and prompt evaluation of student work; organization of materials; efforts to improve teaching skills; attention to differences in students’ goals, strengths, weaknesses, and learning styles.
5. Evidence of availability to students for out-of-the class help
6. Demonstration(s) of comprehensive, extensive, and current knowledge of subject areas
7. Willing, conscientious, and effective academic advisement
8. Mentoring students’ professional development (i.e. encouraging membership in professional organizations, attendance at professional meetings and workshops, working collaboratively on projects, etc.)

**Scholarship and Related Professional Activity in Safety:**

Scholarship for the purposes of the DPEC process are defined as: research, critical writing reaching a professional audience, curriculum development, teaching and assessment, professional presentations, certification and licensure, and service to the profession.

1. Research and critical writing published (written or via the world-wide web) as journal articles, essays, reviews, books, or monographs, or presented orally at regional, national, and international conferences.
2. Grant writing and conducting research related to one’s discipline.
3. Presentations at, or participation in, professional conferences, trainings, and workshops.
4. Continuing professional certification and licensure (as appropriate).
5. Service to the profession (relevant professional activity) may include engaged membership and/or leadership positions in professional organizations, refereeing articles for scholarly journals, editing scholarly journals, reviewing textbooks related to one’s discipline, preparation of accreditation documents, serving as a respondent on professional panels, facilitating in-service training for professionals, consulting or advising with professional/academic organizations, and chairing or organizing sessions at professional/academic conferences.
6. The development of new curriculum, demonstration of teaching excellence and/or application of high-impact teaching practices, and program enhancements resulting from the assessment process.

This is not intended to be an exclusive definition of scholarship and obviously does not include everything that might be defined as “related professional activities.” Candidates may propose achievements they feel are appropriate but will be expected to explain how their activities fit into either the department’s or the college’s definition of “scholarship and related professional activities.” Work acceptable for consideration must also be broadly related to the faculty member’s professional field. Though work completed over the entire course of the applicant’s career will be recognized, evidence of recent (since previous promotion) and ongoing scholarship are required.

**Service in SOHAS**

Service is defined as participation in the intellectual and organizational life of Keene State College. Service includes activities provided by faculty that contribute to the aims and goals of the department, the school, the college, and the greater community.

 Evidence of service may include, but is not limited to:

1. Aid to colleagues as a guest lecturer or resource person.
2. Participation on department, school, college and/or community committees and coalitions
3. Leadership roles within the department, school, college, and community
4. Service on accreditation teams for College programs.
5. Contributions of professional expertise to community committees, boards, and coalitions
6. Advising student organizations
7. Management and organization of curriculum
8. Other service contributions to the College – special projects or roles, including reassignments.

NOTE: Certain achievements have aspects of teaching, service, and scholarship and, therefore, the candidate must clarify which aspects fall under each category.

**DPEC Expectations[[6]](#footnote-7)**

Each level of professorship (Assistant, Associate, Full) has specific expectations regarding teaching & advising, scholarship and service. These should be addressed in narrative form within the faculty member’s self-evaluation and within their portfolio. The guideline details the evolving responsibilities and contributions expected at each professorial level.

Specific Expectations for Each Professorial Level:

**Assistant Professor.**

**Advising:**

* First-year faculty are not expected to provide direct advising to students.
* Continue to develop effective advising practices as evidenced by demonstratedknowledge of both ISP and major program requirements (ex. student’s advising folder), working with students during pre-admission, pre-registration, mentoring students’ professional development.

**Teaching:**

* Develops effective teaching practices, as evidenced by: students meeting or exceeding course learning outcomes, clear course syllabi, consistent with College requirements (including specific objectives, and assessment procedures, schedules of assignments), responsiveness to student evaluations to improve teaching, responsiveness to peer observations to improve teaching.

**Service:**

* Extensive service to the College and students is not expected of first-year faculty members.
* As one’s tenure at the College progresses, the faculty member should begin to explore ways to serve the department, School, College, and students. The intention is to become progressively more involved in the KSC and larger community.

**Scholarship & Related Professional Activity:**

* New faculty should continue to work on scholarship in progress at the time of hire (or begin new projects and be able to demonstrate on-going involvement in the professional and scholarly initiatives.
* Begin to establish a record of scholarship and related professional activity.

**Associate Professor.**

**Advising:**

* First-year faculty are not expected to provide direct advising to students.
* Continue to develop effective advising practices as evidenced by demonstratedknowledge of both ISP and major program requirements (ex. student’s advising folder), working with students during pre-admission, pre-registration, mentoring students’ professional development.

**Teaching:**

* Portfolio illustrates use of assessment data for improvement such as peer observations, teaching techniques such as those provided by Learning, Teaching, & Scholarship Collaborative, student evaluations, stakeholder feedback (alumni, employers, advisory boards) that have improved student learning outcomes teaching.
* Portfolio illustrates use new pedagogy, program revisions, and scholarly interests to revise courses and curriculum.

**Service:**

* While extensive service is not expected of first-year faculty members, the portfolio should now provide examples of consistent and engaged service. In general, two types of service are expected, per year, supporting combinations of the department, division, or college.

**Scholarship & Related Professional Activity:**

* New faculty should continue to work on scholarship in progress at the time of hire (or begin new projects and be able to demonstrate on-going involvement in the professional and scholarly initiatives.
* Begin to establish a record of scholarship and related professional activity.

**Full Professor.**

**Advising:**

* Strong and consistent record of effective advising practices as evidenced by demonstratedknowledge of both ISP and major program requirements (ex. student’s advising folder), working with students during pre-admission, pre-registration, mentoring students’ professional development.

**Teaching:**

* Strong and consistent record of using assessment data for course and program enhancements demonstrating improvements in student learning outcomes.
* Student learning outcomes reflect a well developed and practiced pedagogy.
* Willingness to explore new pedagogy, program needs, and scholarly interests to revise courses and curriculum.
* Faculty member may engage in unique teaching opportunities such as interdisciplinary team teaching, study abroad teaching.

**Service:**

* Extensive and on-going record of substantial and meaningful service to the department, School, College, students, and the larger community. This may include serving a leadership role in the above areas.

**Scholarship & Related Professional Activity:**

* Extensive record of scholarship and related professional activity, including work at the: highest professional level, national or international level.
1. The *KSC Faculty Handbook* explains; faculty roles and responsibilities, standards of performance, FEAC (Faculty Evaluation Assessment Committee) guidelines, self-evaluation process, and provides guidance for promotion and tenure preparation and application. <https://www.keene.edu/administration/policy/detail/faculty-handbook/download/> [↑](#footnote-ref-2)
2. Learning, Teaching, & Scholarship Collaborative at <https://www.keene.edu/academics/fe/> [↑](#footnote-ref-3)
3. Stakeholders including graduates, employers, graduate schools, parents, and alumni [↑](#footnote-ref-4)
4. Keene State College Mission Statement at <https://www.keene.edu/administration/mission/> [↑](#footnote-ref-5)
5. High-impact learning practices summarized at <http://www.aacu.org/leap/hip.cfm> [↑](#footnote-ref-6)
6. This guideline is supplemental to the Faculty Handbook [↑](#footnote-ref-7)