Kennesaw State University
WellStar College of Health and Human Services
WellStar School of Nursing

Guidelines for Promotion, Tenure and Post-Tenure Review

I.   Introduction

The purpose of this document is to articulate the guidelines and expectations for the appraisal of faculty with respect to promotion, tenure, and post-tenure review within the WellStar School of Nursing (WSON). Specifically, it adheres to the WellStar College of Health and Human Services' (WCHHS) Mission. The document includes tables that delineate descriptions of the evidence required to demonstrate achievement of expectations according to the academic ranks as well as outline the minimum requirements faculty should meet over a three-year period within workload track options of the WCHHS and WSON.

II.   General Guidelines for WSON Faculty Performance

The WSON has appropriate, discipline-specific guidelines informing colleagues and faculty of acceptable evidence required to demonstrate expectations in each area of faculty performance. These guidelines are consistent with the KSU policies on required review, promotion, and tenure considerations (see KSU Faculty Handbook, Section 3.5) and adhere to the mission, goals, and philosophy. These guidelines are specified at the departmental level to allow for flexibility and differences between WCHHS disciplines. The following are general guidelines for each area of review for faculty performance:

Teaching

Teaching effectiveness is considered to be fundamentally essential for continued faculty employment, promotion, and tenure in rank. Faculty teaching activities include but are not limited to:
- quality teaching across a variety of instructional settings (classroom, seminar, laboratory, tutorials, distance learning)
- clinical supervision or field-based supervision in health care settings including community settings
- professional student advisement and student career mentorship
- curricular development, implementation, evaluation, and modification
- accreditation self-study development, assessment and planning
- mentorship

Evaluation of a faculty member's teaching effectiveness will be based upon the evidence that the individual faculty member: a) effectively plans and organizes subject matter of courses assigned, b) utilizes effective teaching and instructional assessment methods to better understand and further improve teaching effectiveness, c) functions effectively in an advisement and mentoring capacity with students, and d) expands his or her knowledge/skills to improve effectiveness as an on-going activity to further the instructional capabilities of the WSON.

Research & Creative Activity

Scholarship is defined as a creative, intellectual work that is disseminated and professionally reviewed by peers in the discipline. Faculty scholarship and creative activities include but are not limited to:

- research activities with dissemination in peer-reviewed scientific and professionally based journals, monographs, and book chapters.
- peer-reviewed research or professional presentations at conferences, consortia, and seminars.
- editorships/reviewer board membership of professional journals or scholarly books/monographs.
- internally and externally funded research grant development. Grant development, approval, funding, and/or eventual funding will be considered scholarly activity. Continued grant development that does not result in recognition or funding is not considered adequate as a sole measure of scholarship.

Evaluation of a faculty member's scholarship and creative activity will be based upon the evidence that the individual faculty member has systematic inquiry activities associated with teaching, individual or collaborative scientific research, or service; and, should: a) encompass notable levels of discipline expertise, b) be innovative or logically contribute to the discipline or professional knowledge base, c) be replicable or elaborated, d) be documented and peer-reviewed, and e) have significant impact on the profession or discipline.

Professional Service

Service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit or support individuals and/or groups. A strong service function is necessary to facilitate effective delivery of programs and student services within the university. Faculty service activities include but are not limited to:

- leadership and/or significant achievements in activities among professional organizations at the state, regional, national and international level (boards, standing committees, ad hoc committees, and task forces).
- leadership and/or consulting/advising among a broad base of relevant community, state, regional, or national organizations.
- leadership and/or active participation in university, college, or department level activities, committees, and task forces.
- leadership (faculty sponsor/advisor) in student-based professional clubs, and honor societies.
- professional review of external accreditation reports, folios, or self-studies

Service activities will be evaluated based upon the documented nature and extent to which the individual applies professional expertise at: a) local, state, regional, national, or international professional organizations, b) University community in support of teaching, service, and research functions, and c) community and/or non-profit organizations, governmental groups, or private business/agencies whose missions align with this department, college and university.

III.   Performance Planning & Evaluation Guidelines for WSON Faculty According to Rank and Tracks

The following section is designed to help faculty members plan their professional activities. These guidelines provide the basis for annual planning and subsequent review with the WSON Director. The details affecting expectations are discussed in the following track selection process and are relative to the faculty member's rank and/or tenure status.

It is implicitly understood that all faculty will, at times, maintain varying levels of emphasis on teaching, research and creative activity, and service. Faculty must consistently meet the minimum expectations of performance in teaching, research and creative activity, and service based upon the "track" delineated guidelines set forth in Table I and Table II.

A selected track reflects a three-year commitment on the part of the faculty member. **It is the responsibility of the faculty member to demonstrate the quality and significance of contributions** as it relates to rank and track. Within a three-year cycle, a faculty member may be reassigned if his or her performance does not meet the expectations of the track. The faculty member may request reassignment by the WSON Director if their personal or professional situation changes during the three-year commitment period. Failure to perform the responsibilities negotiated in a track assignment is not grounds for changing tracks (moving into another track) in preparation for evaluation for tenure or promotion. Tenure and promotion decisions will be made considering the faculty member's success in achieving requirements of all their assigned tracks during the evaluation period. The following represents descriptions and expectations associated with each track.

Clinical Track
The Clinical Track provides a workload option for faculty with interests and talents in at least two evaluated areas of teaching and service. The normal teaching expectation for this model is 15-18 contact hours. This track is available for faculty members not seeking tenure. While there is no expectation for scholarship, Clinical Track faculty may negotiate the addition of research and scholarship into their workload. This addition of research will be reflected in the annual FPA and is subject to external review if promotion is sought.

Balanced Track

The Balanced Track provides a workload option for faculty with interests and talents in all three evaluated areas of teaching, research, and service. The faculty member will have a workload of 9-12 hours. Advanced practice faculty with national certification may require practice time in their workload. This track is available for tenured or tenure track faculty.

Research Track

The Research Track provides a workload option for faculty to concentrate on research and scholarly activities. The normal teaching expectation for this model is 6-9 contact hours. A faculty member who chooses this track has completed the terminal degree and is tenured or seeking tenure.

IV.   Post Tenure Review

Information about the Post Tenure Review process can be found on the KSU Academic Affairs website (http://kennesaw.edu/handbooks/faculty/). All Post Tenure Review goes directly to the College Promotion and Tenure Committee.

V.   Quality and Significance

According to the KSU Faculty Handbook, Research and Creative Activity (http://kennesaw.edu/handbooks/faculty/) is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy. Furthermore, this activity will be evaluated based on the quality and significance of the work and not merely a simple listing of individual tasks and projects. These works will be judged in the context of their use of current knowledge and their impact on peers. The WSON evaluates quality and significance based on a variety of measures such as, but not limited to: confirmations from credible sources (e.g., academic peers or other experts), written documents (e.g., citations in books, original articles, reviews, manuals, reports), quality of the publication outlet (e.g., acceptance rates, impact factors, national/international status), impact on professionals/practitioners (e.g., pedagogical use, policies/procedures, coaching practice), and awards/honors received in recognition of the work. Certainly all scholarship can vary greatly with respect to the quality and significance of the work.

VI.   Portfolio Guidelines

Faculty should follow University established guidelines in the preparation and content of portfolios as indicated in the University Faculty handbook Section 3.7 located at the Academic Affairs web site at http://kennesaw.edu/handbooks/faculty/. Summary and examples of needed documentation are also located at this site and will be helpful in the development of a portfolio for promotion, tenure and post-tenure review.

Approved July 2013
Reviewed 6/14, 7/15, 10/15
Revised 8/12/16

Table I - Minimum Requirements to "Meet Expectations" Over a Three-Year Commitment Period

In order to achieve a "meets expectations," the faculty member must complete <u>activities appropriate to rank</u> as well as the minimal criteria as outlined below and discussed in the preceding descriptions of tracks. Contact hours and courses per semester reflect a per semester load. Teaching, Service and Scholarship reflect productivity over a three-year period. Exceeding Expectations is achieved by exceeding the activities identified in high productivity.

Performance Expectations	*Clinical Track*	*Balanced Track*	*Research Track*
Workload Expectations Contact Hours per week per semester	15-18 hours (or equivalency for clinical hours)	9-12 hours (or equivalency for clinical hours)	6-9 hours (or equivalency for clinical hours)
Teaching Expectations Appropriate for Rank in Table II	High Quality Performance in teaching, supervision & student mentoring	High Quality Performance in teaching, supervision & student mentoring	High Quality Performance in teaching, supervision & student mentoring
Service Expectations Appropriate for Rank in Table II	Leadership activities with substantive involvement at the school, college and/or university level. Demonstration of formal contributions that support teaching, scholarly activities, and clinical practice.	Leadership activities with substantive involvement at the school, college and/or university level. Demonstration of formal contributions with professionally related state, regional, or national organizations.	Leadership activities with substantive involvement at the school, college and/or university level. Demonstration of formal contributions with professionally related state, regional, or national organizations.
Scholarship Expectations Appropriate for Rank in Table II	**Not Required – <u>No Minimum</u>:** Peer-reviewed presentation = 1 Unit Peer-reviewed publication: • non-research = 2 Units • research/data-based = 3 Units Internal grant submitted • not funded = 2 Units • funded = 3 Units External grant submitted/not funded: • Private/Foundation = 3 Units • Federal = 4 Units External grant funded: • Private/Foundation = 4 Units • Federal = 5 Units	**Minimum of 6 Units (Over 3 Years)** Peer-reviewed presentation = 1 Unit Peer-reviewed publication: • non-research = 2 Units • research/data-based = 3 Units Internal grant submitted • not funded = 2 Units • funded = 3 Units External grant submitted/not funded: • Private/Foundation = 3 Units • Federal = 4 Units External grant funded: • Private/Foundation = 4 Units • Federal = 5 Units	**Minimum of 18 Units (Over 3 Years)** Peer-reviewed presentation = 1 Unit Peer-reviewed publication: • non-research = 2 Units • research/data-based = 3 Units Internal grant submitted • not funded = 2 Units • funded = 3 Units External grant submitted/not funded: • Private/Foundation = 3 Units • Federal = 4 Units External grant funded: • Private/Foundation = 4 Units

		Federal = 5 Units

Table II - Interpretations & Adaptation of the University's General Criteria in this School by Rank
Implied within this rubric is that faculty in the next rank meet the previous rank's expectations

Clinical Track Criteria for Teaching		
Clinical Assistant Professor	**Clinical Associate Professor**	**Clinical Professor**
Criterion: Clinical track faculty will demonstrate expertise in clinical/classroom teaching and practice.		
Examples	**Examples**	**Examples**
• Effectively participates in course and curricular design, implementation and evaluation • Demonstrates clinical competence and professionalism in teaching • Develops effective clinical teaching methods and applies novice classroom teaching skills • Provides contribution to the incorporation of current clinical developments in the WSON curriculum • Demonstrates collaborative relationships and utilizes opportunities with agency personnel in clinical course implementation and evaluation • Participates in the role of course co-coordinator	• Demonstrates collaborative work with colleagues in course and curricular design implementation, and evaluation • Utilizes best practices in clinical teaching and evaluates outcomes • Demonstrates classroom and clinical teaching skills while utilizing innovative teaching methods and evaluating outcomes. • Contributes to ongoing curriculum development and revision while consistently incorporating best practices • Promotes unique clinical learning experiences to provide optimal clinical learning and evaluates those experiences • Masters the role of course coordinator	• Leads in course and program design, implementation and evaluation • Demonstrates excellence in classroom and clinical teaching • Recognized at the national level as a role model for classroom and clinical teaching • Leads ongoing curriculum development and revision, while consistently incorporating best practices • Creates WSON and agency collaboration in clinical learning • Mentors others in role of course coordinator

Clinical Track Criteria for Service/Practice		
Clinical Assistant Professor	**Clinical Associate Professor**	**Clinical Professor**
Criterion: Clinical track faculty will participate in professional service that supports teaching/learning, scholarly activities, and activities that promote clinical practice.		
Examples	**Examples**	**Examples**
- Provides active service on WSON committees/task forces - Provides service or consultation to local/community entities - Actively participates in professional organizations at local/state levels - Maintains currency in clinical practice and contributes to community health via service or faculty practice - Pursues national certification in teaching or clinical specialty	- Provides active service and leadership on WSON/College committees/task forces - Provides service or consultation within his/her area of expertise to state and regional entities - Provides consultation in professional organizations at local/state/regional levels - Provides clinical expertise at local/state/regional levels - Possesses national certification in teaching or clinical specialty	- Provides active leadership in WSON/College/University committees/task forces - Lead efforts in service or consultation within their area of expertise to state/ regional/national entities - Provides leadership in professional organizations at the state/regional/national levels - Provides clinical expertise at state/regional/national levels - Develops opportunities for clinical service at agencies and/or community levels
Clinical Track Criteria for Scholarship and Creative Activity		
Clinical Assistant Professor	**Clinical Associate Professor**	**Clinical Professor**
Criterion: Clinical track faculty may focus on clinical issues as they relate to patient care and clinical/classroom instruction of students. Although not a key component for clinical faculty, scholarship can be demonstrated by involvement in one or more of the following:		
Examples	**Examples**	**Examples**
- Participates with peers in the scholarship of teaching through curricular development and teaching innovation - Disseminates scholarly work at the local/state level - Contributes to the planning and writing of grant proposals and/or scholarly work	- Participates with peers in conducting applied clinical or educational research - Disseminates scholarly work at the local/state/regional level - Makes substantial contributions to the writing of grant proposals and/or scholarly work	- Conducts substantive clinical research or other innovative project - Publishes findings of scholarly work and/or innovative projects in reputable professional journals in print or online - Initiates the writing of grant proposals and/or scholarly work

Balanced and Research Track Criteria for Teaching		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Establishes self as a highly effective teacher.	**Criterion: Establishes self as a leader in instructional and educational initiatives.**	**Criterion: Establishes self as a highly effective and highly accomplished teacher.**
Examples	**Examples**	**Examples**
• Develop a well-stated philosophy of teaching & learning • Document individual contributions to assigned team-taught courses • Experiment with a variety of teaching innovations/incorporate into teaching strategies & methodologies • Analyze/evaluate student evaluations as well as incorporate data in revising teaching strategies and methodologies • Develop assessment methods to determine student-learning outcomes • Develop and maintain currency in instructional context and delivery by updating and revising course content and plans	• Initiate major course or curriculum revisions as needed • Develop new nursing electives • Employ new pedagogical strategies • Involve undergraduates in service learning opportunities • Promote cultural diversity and culturally congruent care • Initiate new and meaningful clinical experiences that prepare nursing students for current and future nursing practice • Receive invitations for guest lecturing and speaking, in areas of teaching expertise • Engages in formal assessment of student learning outcomes	• Mentor junior faculty in curricular and instructional activities • Serve as a leader in curricular and instructional development, evaluation or reform in department and discipline • Receive recognition for teaching excellence from colleagues at the regional, national or international level as evidenced by peer reviewed works in the form of publications, presentations, awards and other measures related to nursing education

Balanced and Research Track Criteria for Service		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Participates in professional and community service	**Criterion: Demonstrates effective professional and community service**	**Criterion: Demonstrates effective leadership in professional and community service**
Examples	**Examples**	**Examples**
• Actively participates in local and/or regional professional organization(s) • Articulates relationship of scholarly expertise to profession and community service	• Actively participates in scholarly societies (e.g. specialty organization, regional and/or national professional organization) in leadership roles • Committee/Board member or officer in local, state, or regional professional activities (conferences, specialty organizations, community-based organizations) • Recognized as a leader in the profession at the local and regional level • Provides community with knowledge and skills related to scholarly expertise	• Serves in a leadership position in national or international professional activities • Integrates service with research and/or education mission activities • Recognized as a leader in the profession at the national and/or international level • Committee member or officer in national and/or international professional activities • Provides consultation to the profession • Holds leadership positions in local, state, regional, national, and/or international community advisory groups

Balanced Track Criteria for Scholarship and Creative Activity		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Shows evidence of competence in scholarship	**Criterion: Participates in focused scholarly output**	**Criterion: Increases depth and breadth of sustained scholarship**
Examples	**Examples**	**Examples**
• Clearly articulates a scholarship plan • Beginning establishment of trajectory of scholarly productivity	• Establishment of scholarly productivity • Individual, interdisciplinary or collaborative research or other scholarly initiatives •	• Sustained record of scholarship • Sustained demonstration of broad dissemination of scholarly initiatives
Criterion: Defines an area of scholarship	**Criterion: Demonstrates visibility as a scholar at local and/or state level**	**Criterion: Sustained visibility as a scholar at the regional, national and/or international level**
Examples	**Examples**	**Examples**
• Clearly articulates area(s) of scholarship and significance to nursing knowledge development and practice • Develops a defined plan of scholarly activities	• Invited or peer-reviewed speaker to present scholarship at the local and/or state level • Serves as reviewer of professional journal manuscripts, books, book chapters • Positive external evaluations of scholarly activities	• Invited or peer-reviewed to present scholarship at the regional, national and/or international level • Serves on editorial board of professional journal • Serves as a reviewer on internal and/or external grants for professional organizations • Receipt of scholar award recognition • Positive external evaluations of scholarly activities

Balanced Track Criteria for Scholarship and Creative Activity		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Successfully disseminates scholarly knowledge	**Criterion: Established record of successful dissemination of scholarly knowledge**	**Criterion: Sustained record of disseminating scholarly knowledge**
Examples	**Examples**	**Examples**
• Submission and publication of refereed book chapter or journal article independently or with colleagues • Publication record may also include book chapters, books, review papers, and/or monographs • Local and/or state poster or podium presentations independently or with colleagues	• Publication record includes book chapters, books, review papers, monographs, and/or articles in peer-reviewed journals • Presents scholarly work (poster or podium) at regional and/or national professional conferences	• Substantial publication record that includes book chapters, books, review papers, monographs, and/or articles in peer-reviewed journals • Sustained record of competing successfully to present scholarly work (poster or podium) at national and/or international professional conferences
Criterion: Participates in the scholarly climate of WSON	**Criterion: Contributes to the scholarly climate of WSON**	**Criterion: Scholarly mentorship of students, academic and professional colleagues**
Examples	**Examples**	**Examples**
• Collaborates with colleagues in planning, implementation, critique and completion of creative scholarship projects • Participates in advising students on scholarly projects	• Collaborates with academic and professional colleagues in planning, implementation, critique and completion of creative scholarship projects • Record of advising and mentoring students on scholarly projects	• Takes a leadership role in planning, implementation, critique and completion of creative scholarship projects • Successfully mentors students in scholarly activities • Sustained record of advising and mentoring students on scholarly projects

Research Track Criteria for Research, Scholarship, and Creative Activity		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Demonstrates competence in conducting research	**Criterion: Develops a focused program of research**	**Criterion: Sustained demonstration of active engagement in program of research**
Examples	**Examples**	**Examples**
• Clearly articulates area of research focus • Begin to establish a trajectory of research productivity • Interdisciplinary or collaborative team research or other scholarly activities	• Co-I, Co-PI, or PI on internally funded research grant award • Consultant on internal grant application processes or other scholarly activities • Submit as Co-I, Co-PI, or PI on externally funded research grant proposal	• Sustained creativity and sophistication in focused areas of research • Expanding scope of research methodology • Sustained record of grant awards as PI, Co-PI, and Co-I • Consultant on internal and/or external grant application processes or other scholarly activities
Criterion: Defines fundable area of research	**Criterion: Merits local and/or state recognition as a researcher**	**Criterion: Has regional, national, and/or international recognition as a researcher**
Examples	**Examples**	**Examples**
• Clearly articulates direction of research program and its significance to nursing knowledge development and practice • Develops a defined plan of research	• Positive external evaluations of program of research • Local/state/regional research consultation • Local/state/regional award for research or scholarship • Invited and/or peer reviewed podium presentations in area of expertise at local/state/regional programs • Research cited in publications	• Positive external evaluations of program of research • Member of editorial board or national scholarly review panel • Member of national/international scholarly advisory committee, consensus group, or expert panel • National research consultant • National/international award for research or scholarship • Invited and/or peer reviewed podium presentations in area of expertise at regional/national and/or international programs • Research cited in publications

Research Track Criteria for Research, Scholarship, and Creative Activity		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Successfully disseminates research and/or scholarly knowledge	**Criterion: Established record of successful dissemination of research and scholarly knowledge**	**Criterion: Sustained record of disseminating research and scholarly knowledge**
Examples	**Examples**	**Examples**
• Scholarly papers published/in press in peer-reviewed journals and books o Published dissertation findings • Publication record may also include book chapters, books, review papers, and/or monographs • Local, state or regional poster or podium presentations	• Publication record includes articles in peer-reviewed journals that are recognized as authoritative, and scientifically rigorous • Increased record of publications with data-based peer-reviewed papers • Publication record may also include book chapters, books, review papers, and/or monographs • Invited and/or peer reviewed presentations of scholarly work (poster or podium) at state, regional and/or national professional conferences	• Substantial publication record that includes articles in peer-reviewed journals that are recognized as authoritative and scientifically rigorous • Publication record includes a majority of data-based peer-reviewed papers • Sustained record of students co-authoring/authoring publications • Serves as editor or guest editor for peer-reviewed research journals or textbooks that are recognized as exerting major influence on health care and/or the discipline of nursing • Serves as guest reviewer of national/international grants, scholarship, and prestigious journal articles • Publication record may also include book chapters, books, review papers, and/or monographs • Sustained record of presenting scholarly work (poster or podium) at national and/or international professional conferences • Presents research at national and/or international conferences

Research Track Criteria for Research, Scholarship, and Creative Activity		
Assistant Professor	**Associate Professor**	**Professor**
Criterion: Participates in the scholarly climate of WSON	**Criterion: Contributes to the research climate of WSON**	**Criterion: Research mentorship of students and Assistant/Associate professors**
Examples	**Examples**	**Examples**
• Begins collaborative efforts in research and scholarship with academic and/or professional colleagues • Mentors students in planning, implementation, critique and completion of research and scholarship projects • Serves on graduate student committees as participating member	• Collaborates with academic and/or professional colleagues in research and scholarship • Record of advising and participating on graduate student committees • Involves students in program of research and scholarship projects • Engages student co-authors or co-presenters at local/state/regional research conferences	• Sustained record of leading and mentoring junior faculty and professional colleagues in research and scholarship • Sustained record of advising graduate students and chairing/participating on graduate committees • Sustained record of involving students in research • Sustained record of mentoring students to present/co-present at conferences (local to international) • Sustained record of students as co-authors on published research and scholarship

Revised 3/05, 9/05, 8/05, 2/07, 7/15, 8/16
Reviewed 7/13, 7/14, 10/15

External Letters

Beginning Fall 2018, all tenured and tenure-track faculty, or non-tenure track faculty with an FPA of 50% or more in scholarship, who are seeking promotion and/or tenure are required to have external review letters in P & T portfolios following the policy and procedures outlined in the KSU Faculty Handbook.

Change in T&P Procedure	Fall 2017	Fall 2018	Actions
Switch to P and T (i.e. must be promoted to Associate before being tenured)	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required	Approved by Senate & CDA
External Letters	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required	Approved by President Olens 29 March 2017
Only Professors voting on promotion from Associate to Professor	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required	Approved by Senate & CDA
Tally of votes recommending/not recommending an action	Appears in 2017-2018 KSU Faculty Handbook but not implemented	Required	Approved by Senate & CDA

The actual process for obtaining external letters will be:

I)   **Department Committees**
   a.   There is a single department committee with a minimum of 3 voting members at appropriate rank for each portfolio (committees can borrow faculty from other departments if needed).
   b.   Only Professors can vote on a candidate's promotion to Professor. Both Associate Professors and Professors can vote on a candidate's promotion to Associate Professor. Associate Professors are to recuse themselves from all discussions and voting on a candidate's promotion to Professor.
   c.   Faculty with the rank of Professor are expected to serve on P&T committees as required.
   d.   The vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes).

II) Letters

a. The person submitting a portfolio (herein after referred to as the "candidate") and the department chair/school director (herein after referred to as "chair") develop a list of potential letter writers, twice the minimum number of the total required, with the candidate supplying at least half the names on the list.

b. The chair and the candidate will discuss potential letter writers and in collaboration will develop a mutually acceptable, hierarchized list. The majority of letters must come from individuals who are neither co-authors nor dissertation committee members. If the candidate and the chair cannot reach agreement on the list of potential letter writers, the dean will make the final determination of the list..

c. Individuals who pose a conflict of interest (such as friends, relatives, KSU co-workers) will be removed from the list.

d. For promotion to Professor, the candidate chooses 2 names out of the final 3 letter writers; the chair chooses1.

e. For promotion to Associate Professor, the candidate chooses 2 out of the final 3 letter writers; the chair chooses 1.

f. The candidate may veto two names on the chair's initial list with no reasons or explanations required.

g. Neither the chair nor the candidate may solicit a letter concerning Scholarship / Creative Activity from outside of the mutually agreed upon list.

h. The candidate may choose to solicit a maximum of 5 additional letters of support in any area of Teaching, and/or Service from outside the mutually composed list. When soliciting such letters, the candidate will include that the writer is asked not to make a tenure/promotion recommendation as such.   . No individual may write more than one (1) letter of support for a single candidate's portfolio.

i. The department chair contacts the potential letter writers by email or phone requesting their assistance.

j. If the letter writer accepts, the chair will send the letter writer the standard KSU "Letter to External Reviewers," the KSU faculty member's CV, department guidelines for promotion and tenure, and reprints and/or professional portfolios or other documentation as appropriate by discipline. It is unnecessary to have all materials evaluated. The candidate should select the work to be shared with the letter writer. Materials should be shared electronically with the letter writer to the degree possible.

k. If the letter writer declines, the chair will choose another letter writer in the order of the list.

l. Once packets are sent to external letter writers, no additional information regarding the candidate's research/creative activity will be sent to the external letter writer

m. The letter writers will send their letter to the department chair who will upload the letter into electronic portfolio workflows.

n. If requests are sent to more potential letter writers than are required, and if more than the required numbers are received, all letters will be included in the portfolio.

o. If fewer than the number of letters requested by the chair are received, the chair will so note in the portfolio and the review will proceed.

p. The candidate will not see the letters unless the candidate expressly requests a copy of the letters pursuant the Georgia Open Record Act (O.C.G.A §50-18-0 through 50-18-76). At the end of the process, the department chair will remove the letters and keep them on file for seven (7) years following separation of the employee from the institution (USG Record Retention Guidelines for Employee Personnel Records #0472-04-01).

III) Department Chairs

    a. Department Chairs who are Associate Professors may review the portfolio of any faculty member regardless of rank.

IV) College P&T Committees

    a.   Only Professors can vote on a candidate's promotion to professor. Both Associate Professors and Professors can vote on a candidate's promotion to Associate professor. Associate Professors are to recuse themselves from all discussions and voting on a candidate's promotion to Professor.

    b. College committees require a minimum of 3 voting members at the appropriate rank for each portfolio.

    c. The vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes)

    d. If there are fewer than three departments in a College, then the College P&T committee will include as many representatives from another College as needed.

V) Administrators

    All department chairs, deans, associate deans, VPs, AVPS etc. must follow the same procedure for soliciting incorporating external letters into their portfolio following the guidelines for teaching faculty.

External Letters addition 4/13/2017