

**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 and workload tracks as well as outline the minimum requirements faculty should meet within 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 3.3) 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

Faculty performance in teaching refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching also includes activities such as mentoring, advising, and supervision. Examples include but are not limited to:

- quality teaching across a variety of instructional settings (classroom, seminar, laboratory, simulation, tutorials, distance learning)
- clinical supervision or field-based supervision in health care settings including community settings
- student mentorship and supervision
- curricular development, implementation, evaluation, and modification
- accreditation self-study development, assessment and planning
- faculty mentorship

- community-engaged teaching practices, program assessment
- public lectures and workshops, teaching abroad and international exchange

WSON follows the KSU Faculty Handbook (3.3) related to faculty teaching performance. “Depending on the faculty member’s situational context, evaluation of teaching and curricular contributions will not be limited to classroom activities but will also focus on the quality and significance of a faculty member’s contributions to larger communities. In addition to documenting teaching effectiveness in terms of student learning, faculty should provide other measures of teaching effectiveness, such as some, but not necessarily all, of the following: teaching awards, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, accomplishments involving community-engaged pedagogy, peer observations, and contributions to the achievement of departmental teaching-related goals.”

Scholarship and Creative Activity (SCA)

According to the KSU Faculty Handbook (3.3), scholarship and creative activity at KSU 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 in the communities served by the University. Scholarship and creative activity will include a broad array of scholarship with the expectation that for something to be considered scholarship it must meet the expectations of scholarship as established by the department, school, or college. These professional activities become recognized accomplishments when the work exhibits the use of appropriate and rigorous methods, is formally shared with others, and is subject to informed critique and review (peer-review). Documentation and evaluation of accomplishments in scholarship and creative activity will focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance. Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review”. 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
- 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
- creative works/activity e.g., National Curriculum Standards, instruments, professional program development, scholarly encyclopedia entry, scholarly book review, etc.

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 the University, the community, or the profession. 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
- editorships/reviewer board membership of professional journals or scholarly books/monographs

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.

As per the KSU Faculty Handbook (3.3), "those in administrative roles should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, intercultural, international, and intellectual environment (e.g., improving the quality and significance of scholarship or service in their unit). In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass university, college, and departmental goals in teaching, scholarship and creative activity, and professional service."

III. Performance Planning and 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, scholarship and creative activity, and service. Faculty must consistently meet the minimum expectations of performance in teaching, scholarship and creative activity, and service based upon the "track" delineated guidelines set forth in Table I and Table IV.

It is the responsibility of the faculty member to demonstrate the quality and significance of contributions as it relates to rank and track. 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 promotion or tenure. Promotion and tenure decisions will be made considering the faculty member's success in achieving requirements of all their assigned tasks during the evaluation period. The following represents descriptions and expectations associated with each track and the norms for workload effort expected in the areas of teaching, scholarship and creative activity, and professional service (listed in percentages as xx-xx-xx, respectively). Note: The teaching assignments and other workload efforts outlined below reflect typical expectations for each track, but may be modified in certain circumstances (e.g., an administrative assignment; externally funded research project), which would be at the discretion of the department chair.

Clinical Track

The Clinical Track provides a workload option for faculty with interests and talents in evaluated areas of teaching and service. The normal teaching expectation for this model is 12-15 credit hours (90-0-10 workload). This track is available for faculty members not seeking tenure.

Tenure Track

The Tenure Track provides a workload option for faculty to concentrate on research and scholarly activities. The normal teaching expectation for this model is 9-9 credit hours (60-30-10 workload). A faculty member who chooses this track has completed the terminal degree, is non-tenured and is seeking tenure.

Post-Tenure Track

The Post-Tenure Track provides a workload option for faculty to concentrate on teaching with a continued expectation of research and scholarly activities. A faculty member who chooses this track has completed the terminal degree, is tenured, and may or may not be seeking promotion. The normal teaching expectation for this model is 9-12 credit hours (70-20-10 workload). Note: All tenured faculty seeking promotion to full professor must maintain a minimum of 30% effort for SCA. However, faculty who are not seeking promotion may renegotiate their workload expectations with the Department Chair (e.g., increase teaching and decrease SCA).

IV. Post Tenure Review

Information about the Post Tenure Review process can be found in the Faculty Handbook 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 (3.4), quality and significance are the primary criteria for evaluating faculty performance. Quality and significance of scholarly work are over-arching, integrative concepts that apply equally to all areas of faculty performance. Evaluation is 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 in each of the three areas. Below are examples reflecting documentation of quality and significance.

Teaching

- Course syllabi reflecting current knowledge, concepts, and principles in the relevant subject areas
- Course evaluations, items indicating students' assessment of their learning
- Assessment measures or assignments given in the classroom and examples of student performance
- Innovative course activities or exercises designed to help students attain specific learning outcomes
- Evaluation of classroom performance by outside observers, e.g., other faculty, staff from the Center for Excellence in Teaching and Learning (CETL)
- Recognitions or awards for distinguished teaching
- Effective supervision and mentoring (i.e., guidance and instruction to students outside of the traditional classroom setting) may be demonstrated by:
 - Effective performance as a reader on capstone projects, thesis, and dissertation committees and/or supervision of independent studies, or internships as indicated by numbers of such activities and the quality of final products
 - Organizing or actively participating in other activities that encourage student learning, e.g., working with students on research or community-related projects, mentoring students for research, organizing student activities for professional growth such as attendance at conferences or organizing student seminars
- Participation in curriculum design and policies regarding teaching
- Documents reflecting participation in program planning and curriculum design, including participation in the planning and teaching of core courses in the degree program(s) within which the faculty member teaches
- Collaboration or sharing of teaching approaches and materials with another faculty

Scholarship and Creative Activities

- Confirmations of activities (e.g., invitation, acceptance, agenda, program brochure, recognition of completion),
- Written documents (e.g., citations in books, original articles, reviews, manuals, reports)
- Quality of the publication (e.g., acceptance rates, impact factors, national/international status)
- Grants (e.g., development, submission, and/or funding documentation)
- Impact on professionals/practitioners (e.g., citation metrics, pedagogical use, change in practice, policy and procedures)

- Awards/honors received in recognition of the work

Service

- Leadership and/or active participation (e.g., committee minutes, individual and group accomplishments, editorial work/peer reviewer documentation)
- Consultation in area of expertise (e.g., documentation of effectiveness)
- National certification in teaching or specialty (e.g., certificate of record)

VI. Portfolio Guidelines

Faculty should follow University established guidelines in the preparation and content of portfolios as indicated in the University Faculty handbook Section 3.12 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.

Table I – Expectations associated with Workload Efforts

Credit hours and courses per semester reflect a per semester load. Teaching, Scholarship and Creative Activity, and Service reflect productivity over a one-year period. The table below is considered a guideline for track workload efforts and may be negotiated with the department chair.

<i>Performance Expectations</i>	<i>Clinical Track</i>	<i>Tenure Track</i>	<i>Post-Tenure Track Seeking Promotion</i>	<i>Post-Tenure Track Not Seeking Promotion</i>
<u>Teaching Expectations</u> Credit Hours per semester	90% Teaching: 12-15 credit hours per semester (or equivalency for clinical hours)	60% Teaching: 9-9 credit hours per semester (or equivalency for clinical hours)	60% Teaching 9-9 credit hours per semester (or equivalency for clinical hours)	70% Teaching 9-12 credit hours per semester (or equivalency for clinical hours)
<u>Scholarship and Creative Activity Expectations</u> Appropriate for Rank in Table IV	0% SCA: <ul style="list-style-type: none"> • May be negotiated with the director of the WSON • See KSU Faculty Handbook (3.7) 	30% SCA: <ul style="list-style-type: none"> • May be negotiated with the director of the WSON • Minimum of 6 units per year *See unit chart for adjusted percent effort for minimum unit expectation.	30% SCA: <ul style="list-style-type: none"> • May be negotiated with the WSON director • Minimum of 6 units per year *See unit chart for adjusted percent effort for minimum unit expectation.	20% SCA: <ul style="list-style-type: none"> • May be negotiated with the WSON director • Minimum of 4 units per year *See unit chart for adjusted percent effort for minimum unit expectation.
<u>Service Expectations</u> Appropriate for Rank in Table IV	10% Service: 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.	10% Service: 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.	10% Service: 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.	10% Service: 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.

Note: The teaching assignments and other workload efforts outlined above reflect typical expectations for each track, but may be modified in certain circumstances, which would be at the discretion of the department chair.

Table II: Number of Units Based on Scholarship and Creative Activity Workload

During any consecutive 5-year period, tenure-track faculty pursuing promotion and tenure and operating at 30% research workload are expected to produce a minimum of four peer-reviewed publications, and at least one peer-reviewed publication during any consecutive 2-year period. Tenured faculty seeking promotion must maintain a minimum of 30% research workload and are expected to produce at least four peer-reviewed publications during a 5-year period and one peer-reviewed publication every 2-year period. Tenured faculty not seeking promotion must maintain a minimal 20% research workload and are expected to produce at least two peer-reviewed publications during a 5-year period.

Faculty are expected to meet a minimum number of units during each annual review cycle. Table II represents percentage of SCA and required units per year. Refer to Table III for examples of SCA products and designated units.

<u>Percent Time</u>	<u>Minimum Deliverables per Year</u>
10 percent SCA	2 units
20 percent SCA	4 units
30 percent SCA	6 units
40 percent SCA	8 units
50 percent SCA	10 units

Table III: WSON Scholarship and Creativity Productivity Model

Scholarship and Creative Activity Products	Units
Peer Reviewed Journal Article or Book Chapter/Case Study (Accepted/Published)	6 units
Peer Reviewed Solo/Co-Authored Book/Textbook - based on quality and significance of the book to the field and the press	8 units
Peer Reviewed Solo/Co-Edited Book/Textbook - based on author's contribution (including, forward, introductions, chapter contribution, significance of press and content)	6 units
External Grants: Federal or Private (<u>Cumulative Units possible</u>) (Should lead to publishable research or lead to a significant impact on campus or the community)	PI = 2 unit Submitted = 2 units Funded = 3 units ≥\$10K-49K = 2 units ≥\$50K+ = 3 units <u>*up to 10 units per grant</u>
Internal Grants: System or University/College (ideally should lead to publishable research) (<u>Cumulative Units possible</u>)	PI = 1 unit Submitted = 1 units Funded = 2 units ≥\$10,000 = 2 units <u>*up to 6 units per grant</u>
Local, Regional, National or International Conference Presentations (peer-reviewed/invited Research or Teaching) (<u>Cumulative Units possible</u> – Example: International poster = 2 units versus National podium = 2.5 units)	Poster = 1 unit Podium = 2 units National = 0.5 unit International = 1 unit
Creative Works/Activity e.g., National Curriculum Standards, instruments, professional program development, scholarly encyclopedia entry, scholarly book review, interdisciplinary white paper, chair of symposium, lead author of group presentation, consultant on grant, etc.	1-3 units
Published Opinion Piece or Editorial	1 unit

Table IV - Interpretations and Adaptation of the University's General Criteria in this School by Rank

Implied within this rubric is that faculty in the next rank meet and demonstrate the previous rank's expectations. "Faculty applying for promotion and/or tenure are required to be noteworthy in two areas (including teaching) and satisfactory in the third" (Faculty Handbook, 3.12B). Each table contains **examples** of activities for each rank. Not all examples listed would have to be completed prior to promotion to the next rank.

Clinical Track Criteria for Teaching		
Clinical Assistant Professor	Clinical Associate Professor	Clinical 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
<ul style="list-style-type: none"> • Develops effective teaching methods and applies novice classroom teaching skills • Develops a well-stated philosophy of teaching and learning • Effectively participates in course and curricular design, implementation and evaluation • Documents individual contributions to assigned team-taught courses • Incorporates current evidence-based developments in the WSON curriculum • Experiments with a variety of teaching innovations/incorporate into teaching strategies and methodologies • Develops and engages in formal assessment of student learning outcomes • Develops and maintains currency in instructional context and delivery by updating course content and plans • Analyzes/evaluates course evaluations as well as incorporate data in revising teaching strategies and methodologies • Participates in the role of course as co-coordinator or coordinator • Demonstrates collaborative relationships and utilizes opportunities with agency personnel in clinical course implementation 	<ul style="list-style-type: none"> • Substantiates terminal degree equivalency in accordance with KSU Faculty Handbook, Section 3.7 • Demonstrates competence and professionalism in teaching • Demonstrates innovative teaching methods and new pedagogical strategies to provide optimal learning outcomes • Demonstrates collaborative work with colleagues in course and curricular design, revision, implementation, and evaluation while consistently incorporating best practices • Masters the role of course coordinator • Receives invitations for guest lecturing and speaking in areas of teaching expertise 	<ul style="list-style-type: none"> • Demonstrates excellence in teaching • Leads in course and program design, implementation and evaluation • Serves as a leader in curricular and instructional development, evaluation or reform in department and discipline while consistently incorporating best practices • Mentors junior faculty in curricular and instructional activities • Creates a new WSON and agency collaboration in clinical learning • Receives recognition for teaching excellence from colleagues as evidenced by peer reviewed works in the form of publications, presentations, awards and other measures related to nursing education

and evaluation		
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Clinical Track Criteria for Service/Practice		
Clinical Assistant Professor	Clinical Associate Professor	Clinical 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
<ul style="list-style-type: none"> • Provides active service to 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 • Articulates relationship of expertise to profession and community service 	<ul style="list-style-type: none"> • Provides active service and leadership to WSON/College committees/task forces • Provides service or consultation within his/her area of expertise to state and regional entities • Actively participates in professional societies (e.g. specialty organization, regional and/or national professional organization) • Recognized as a leader in the profession at the local and regional level • Possesses national certification in teaching or clinical specialty • Provides community with knowledge and skills related to professional expertise 	<ul style="list-style-type: none"> • Provides active leadership in WSON, College and University committees/task forces • Leads efforts in service or consultation within their area of expertise to national/international entities • Provides leadership in professional organizations at the national/international levels • Recognized as a leader in the profession at the national and/or international level • Maintains national certification in teaching or clinical specialty • Holds leadership positions in community advisory groups • Develops opportunities for clinical service at agencies and/or community levels • Integrates service with education mission activities • Serves as editor or guest editor for peer-reviewed journals or textbooks that are recognized as exerting major influence on health care and/or the discipline of nursing • Member of editorial board or national scholarly review panel

Tenure Track and Post-Tenure 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
<ul style="list-style-type: none"> • Develops effective teaching methods and applies novice classroom teaching skills • Develops a well-stated philosophy of teaching and learning • Effectively participates in course and curricular design, implementation and evaluation • Documents individual contributions to assigned team-taught courses • Incorporates current evidence-based developments in the WSON curriculum • Experiments with a variety of teaching innovations/incorporate into teaching strategies and methodologies • Develops and engages in formal assessment of student learning outcomes • Develops and maintains currency in instructional context and delivery by updating course content and plans • Analyzes/evaluates course evaluations as well as incorporate data in revising teaching strategies and methodologies • Participates in the role of course as co-coordinator or coordinator • Demonstrates collaborative relationships and utilizes opportunities with agency personnel in clinical course implementation and evaluation 	<ul style="list-style-type: none"> • Demonstrates competence and professionalism in teaching • Demonstrates innovative teaching methods and new pedagogical strategies to provide optimal learning outcomes • Demonstrates collaborative work with colleagues in course and curricular design, revision, implementation, and evaluation while consistently incorporating best practices • Masters the role of course coordinator • Receives invitations for guest lecturing and speaking in areas of teaching expertise 	<ul style="list-style-type: none"> • Demonstrates excellence in teaching • Leads in course and program design, implementation and evaluation • Serves as a leader in curricular and instructional development, evaluation or reform in department and discipline while consistently incorporating best practices • Mentors junior faculty in curricular and instructional activities • Creates a new WSON and agency collaboration in clinical learning • Receives recognition for teaching excellence from colleagues as evidenced by peer reviewed works in the form of publications, presentations, awards and other measures related to nursing education

Tenure Track and Post-Tenure 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
<ul style="list-style-type: none"> • Provides active service to 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 • Articulates relationship of expertise to profession and community service 	<ul style="list-style-type: none"> • Provides active service and leadership to WSON/College committees/task forces • Provides service or consultation within his/her area of expertise to state and regional entities • Actively participates in professional societies (e.g. specialty organization, regional and/or national professional organization) • Recognized as a leader in the profession at the local and regional level • Possesses national certification in teaching or clinical specialty • Provides community with knowledge and skills related to professional expertise 	<ul style="list-style-type: none"> • Provides active leadership in WSON, College and University committees/task forces • Leads efforts in service or consultation within their area of expertise to national/international entities • Provides leadership in professional organizations at the national/international levels • Recognized as a leader in the profession at the national and/or international level • Maintains national certification in teaching or clinical specialty • Holds leadership positions in community advisory groups • Develops opportunities for clinical service at agencies and/or community levels • Integrates service with education mission activities • Serves as editor or guest editor for peer-reviewed journals or textbooks that are recognized as exerting major influence on health care and/or the discipline of nursing • Member of editorial board or national scholarly review panel

Tenure Track and Post-Tenure Track Criteria for Scholarship and Creative Activity		
Assistant Professor	Associate Professor	Professor
Criterion: Participates in scholarship and creative activity	Criterion: Demonstrates effective scholarship and creative activity	Criterion: Sustains effective scholarship and creative activity
Examples	Examples	Examples
<ul style="list-style-type: none"> • Clearly articulates plan for program of research and its significance to nursing knowledge development and practice • Begins collaborative efforts in research and scholarship with academic and/or professional colleagues • Publishes scholarly work such as dissertation findings, and other products in peer-reviewed journals, book chapters, books, review papers, and/or monographs • Presents (poster or podium) at local or state conferences • Mentors students in planning, implementation, critique and completion of research and scholarship projects • Serves on graduate student committees 	<ul style="list-style-type: none"> • Demonstrates active engagement in program of research • Collaborates in research and scholarship with academic and/or professional colleagues • Submits and/or functions as Co-I, Co-PI, PI or other contributor on internally or externally funded research grant proposal • Increases publication of scholarly work such as in peer-reviewed journals, book chapters, books, review papers, and/or monographs • Presents (poster or podium) at regional or national conferences • Receives recognition/award for research or scholarship • Mentors students in planning, implementation, critique and completion of research and scholarship projects • Serves on graduate student committees • Mentors junior faculty and professional colleagues in research and scholarship 	<ul style="list-style-type: none"> • Sustains active engagement in program of research • Sustains record of grant awards as Co-I, Co-PI, or PI or other contributor on internally or externally funded research grant proposal • Presents (poster or podium) at national or international conferences • Sustains publications of scholarly work such as in peer-reviewed journals, book chapters, books, review papers, and/or monographs • Receives recognition/award for research or scholarship • Mentors students in planning, implementation, critique and completion of research and scholarship projects • Serves on graduate student committees • Mentors junior faculty and professional colleagues in research and scholarship

VII. 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 two (2) names out of the final three (3) letter writers; the chair chooses one (1).
- e.** For promotion to Associate Professor, the candidate chooses two (2) out of the final three (3) letter writers; the chair chooses one (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 five 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 promotion/tenure 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).

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

Approved July 2013

Reviewed 6/14, 7/15, 10/15

Revised 8/12/16

Revised 12/2/20

I confirm that the attached guidelines, dated 12 / 02 / 2020, were approved by the faculty of the Department of WSON in accordance with department bylaws:

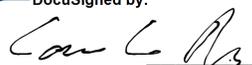
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Name (printed or typed) / DFC or P&T chair Signature/ Date

Department Chair Approval - I approve the attached guidelines:

DocuSigned by: January 3, 2021

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College P&T Committee Approval - I approve the attached guidelines:

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College Dean Approval - I approve the attached guidelines:

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Provost Approval - I approve the attached guidelines:

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