

**Kennesaw State University  
Wellstar College of Health and Human Services  
Wellstar School of Nursing**

**Guidelines for Tenure, Promotion and Post-Tenure Review**

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**Kennesaw State University**  
**Wellstar College Of Health And Human Services**  
**Wellstar School of Nursing**

**I. Introduction**

The purpose of this document is to articulate the guidelines and expectations for the appraisal of faculty with respect to tenure, promotion, and post-tenure review within the Wellstar School of Nursing (WSN). Specifically, it adheres to the Wellstar College of Health and Human Services (WCHHS) Mission, Outcomes, and Core Faculty Values. Additionally, the document contains a statement of the alignment with various professional accrediting entities that have unique standards for the professional degree programs offered in the WSON. The document includes specific rubrics that delineate specific descriptions of the evidence required to demonstrate expectations according to the academic ranks as well as outline the minimum requirements faculty meet over a three-year commitment period within professional tracks options of the WCHHS.

**II. Alignment of the WSON with the University Mission, College Mission, and Specific Accrediting Entities**

The WSON is committed to achieving the Kennesaw State University (KSU) and the WCHHS Mission and Outcomes; and, subscribes to the WCHHS Faculty Core Values. In addition, it is committed to pursuing, achieving, and maintaining accreditation standards associated with its degree programs. WSON is accredited by the Commission on Collegiate Nursing Education and is regulated by the Georgia Board of Nursing.

**III. General Guidelines for WSON Faculty Performance**

The WSON has appropriate, discipline-specific guidelines informing the school's colleagues and new faculty members assigned to the school of acceptable descriptions of 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 5) and adhere to the mission, goals, and philosophy as well as the workload guidelines as approved by KSU. 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 & Mentoring**

Teaching and mentoring effectiveness is considered to be fundamentally essential for continued faculty employment, tenure, and promotion in rank. Faculty teaching and mentoring activities include but are not limited to:

- quality teaching across a variety of instructional settings (classroom, seminar, laboratory, tutorials, etc).
- clinical supervision or field-based supervision in health care settings including community settings.
- professional student advisement and student career mentorship.
- curricular implementation, evaluation, modification, and development.
- accreditation self study development, planning, assessment.
- mentorship of student research

Evaluation of a faculty member's teaching and mentoring 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 to 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 activities include but are not limited to:

- applied (quantitative and/or qualitative) research activities with dissemination of results in reviewed scientific and professionally based journals, monographs, book chapters, on-line reviewed publications, etc.
- related research/scholarly activities which make application of results for instructional enhancement or professional praxis with dissemination of results in reviewed scientific and professionally based journals, monographs, book chapters, on-line reviewed publications, etc. (scholarship of teaching & application, etc)
- reviewed research or professional presentations at refereed conferences, consortia, seminars, etc.
- internally and externally funded research or program grant development. Grant development that leads to funding is an important scholarly activity but the faculty recognizes that grant development/writing is a time – consuming process that may or may not achieve funding. 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.
- editorships/reviewer board membership or professional journals or scholarly books/monographs.

Evaluation of a faculty member's scholarship effectiveness 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**

Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks which benefit or support individuals and/or groups in the institution, the University System, professional associations, or external communities at the local, state, regional, national, or international levels. A strong service function is recognized as a fundamental dimension of faculty activity, and necessary to facilitate effective delivery of programs and students services within the university. Faculty professional service activities include but are not limited to:

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

Professional service activities will be evaluated based upon the nature and extent to which the individual applies professional expertise at: a) the local, state, regional, national, or international professional organizations, b) the

University community in support of teaching, service, and research functions, and c) to community and/or non-profit organizations, governmental groups, or private business/agencies whose missions align with this department, college and university.

#### **IV. Performance Planning & Evaluation Guidelines for Tenure-Track or Tenured 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 Department Chair. The details affecting expectations are discussed in the following track selection process and are relative to the faculty member's rank and tenure status.

It is implicitly understood that all faculty will, at times, maintain varying levels of emphasis on teaching, scholarship and service throughout their careers at KSU. Indeed, where tenure and promotion as well as maintenance of employment rank is concerned, faculty must consistently meet the minimum expectations of performance in Teaching and Mentoring, Scholarship, and Professional Service based upon the "track" delineated guidelines set forth in Table I across the years under consideration for tenure or renewal and show evidence required for the particular rank set forth in Table II.

For tenured faculty, promotion of a faculty member is dependent upon KSU eligibility requirements and the individual meeting the performance expectations delineated for the level of rank (see rubric tables) in which the individual is requesting to be promoted. The expectations for promotion to a higher rank may likely exceed the minimum expectations noted in Table I. The differences between professional rank expectations delineated in Table II, is one of substantive scope, depth, and breadth of performance over an appropriate time period in a faculty member's academic career, and therefore an expectation of exceeding the minimum levels of performance in a particular track (Table I) does exist for faculty under consideration for promotion to a higher professional rank.

Teaching and mentoring, scholarship, and professional service make up the primary components of faculty endeavors. Variations in talents, interests and stage-of-career development imply that different faculty, and possibly the same faculty at different times, will demonstrate different levels and types of accomplishments within these performance areas. This diversity of faculty performance is both expected and encouraged. Faculty rank and unique missions within the WSON, WCHHS, and KSU are other determinants of this diversity.

WCHHS has two separate tracks to recognize variations in talents, interests, and stage-of-career development and to encourage diversity among faculty. The WSON identifies specific minimum criteria/expectations for performance planning and evaluation in both of the tracks. In addition to the professional tracks criteria for performance planning and evaluation, the specific criteria related to faculty rank as outlined in Section III applies to faculty in a specified track option.

A selected track reflects a three-year commitment on the part of the individual faculty member. Selection of a track reflects a long-term, well-articulated self-assessment by each faculty member in consultation with the WSON Chair. 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 Chair if 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 represent descriptions and expectations associated with each track.

##### **Balanced Track**

The Balanced Track provides a professional option for faculty with interests and talents in all three professional areas of teaching, scholarship, and service as outlined in Section II of this document. The track provides an opportunity for a teaching focus with a stronger emphasis in either service or scholarship. The faculty member will have a workload of 9-12 contact hours (or equivalency for clinical hours) or 3 to 4 classes per semester for

undergraduate faculty members and a teaching load of 9-11 contact hours or 3 classes per semester for graduate faculty members. Advanced practice faculty with national certification may require practice time in their workload. A faculty member teaching full-time in the graduate program will have scholarship as the secondary area. This track is available for tenured or tenure seeking faculty. The criteria for performance and evaluation, including the secondary area of emphasis, will be consistent to the rank of the faculty as outlined in Table II of this document.

### **Research Track**

The Research Track provides an opportunity for faculty to concentrate on specific scholarship activities. The normal teaching expectation for this model is 6-9 contact hours or 2-3 classes per semester. To meet performance criteria, in addition to quality teaching and service commensurate with rank, the faculty member is required meet the expectations outlined in Table I over a three-year commitment period.

A faculty member who chooses this track has completed the terminal degree and is tenured or seeking tenure.

**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 activities appropriate to rank 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.

<b><i>Performance Expectations</i></b>	<b><i>Balanced Track</i></b>	<b><i>Research Track</i></b>
<b><u>Workload Expectations</u></b> Contact Hours per week per semester Courses per semester	9-12 hours (or equivalency for clinical hours)  3-4	6-9 hours (or equivalency for clinical hours)  2-3 as negotiated with Chair in Annual Review
<b><u>Teaching Expectations</u></b> Appropriate for Rank as delineated in Table II	High Quality Performance in teaching, supervision & student mentoring	High Quality Performance in teaching, supervision & student mentoring
<b><u>Service Expectations</u></b> Appropriate for Rank as delineated in Table II	With service as secondary emphasis area: one leadership role with substantive involvement at the school, college, & university level and demonstration of formal contributions with professionally related state, regional, or national organization With service as third emphasis: same as teaching track	Leadership and/or active participation at the university, community, state, regional and national/international levels with leadership role demonstrated
<b><u>Scholarship Expectations</u></b> Appropriate for Rank as delineated in Table II Number of Required Units	3 Units	9 Units
<b>1) Refereed Conference Papers/Posters</b>	<b>Maximum of 2 Units</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> State, Regional, National, International Conferences</li> <li><input type="checkbox"/> Refereed/Competitive Process</li> <li><input type="checkbox"/> Poster &amp;/or Podium</li> </ul>	<b>Maximum of 3 Units</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Regional, National, International Conferences</li> <li><input type="checkbox"/> Refereed/Competitive Process</li> <li><input type="checkbox"/> Podium only</li> </ul>
<b>2) Refereed Journal Articles/ Grant Proposals</b>	<b>Minimum 1 Unit</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manuscript accepted for publication in a peer reviewed forum</li> <li><input type="checkbox"/> Internal (KSU) or External funding \$1,000 or greater with significant contributions as the author in the conceptualization &amp; writing of the grant that is approved/funded.</li> </ul>	<b>Minimum 6 Units</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manuscript accepted for publication in a peer reviewed forum</li> <li><input type="checkbox"/> External funding \$10,000 or greater with significant contributions as the author in the conceptualization &amp; writing of the grant that is approved/funded.</li> </ul>



**Table II - Interpretations & Adaptation of the University's General Criteria in this School by Rank & for Tenure**

Implied within this rubric is that faculty in the next rank meets the previous rank's expectations

	<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<b>Teaching</b>	<p>Establishes self as a highly effective teacher.</p> <p>Develop a well-stated philosophy of teaching &amp; learning.</p> <p>Document individual contributions to assigned team-taught courses.</p> <p>Experiment with a variety of teaching innovations/incorporate into teaching strategies &amp; methodologies.</p> <p>Analyze/evaluate student evaluations as well as incorporate data in revising teaching strategies and methodologies.</p> <p>Develop assessment methods to determine student-learning outcomes.</p> <p>Develop and maintain currency in instructional context and delivery by updating and revising course content and plans.</p>	<p>Establishes self as a leader in instructional and educational initiatives.</p> <p>Initiate major course or curriculum revisions.</p> <p>Develop new nursing electives.</p> <p>Employ new pedagogical strategies.</p> <p>Involve undergraduates in service learning opportunities.</p> <p>Incorporate undergraduates in research endeavors.</p> <p>Promote cultural diversity and culturally congruent care.</p> <p>Initiate new and meaningful clinical experiences that prepare nursing students for current and future nursing practice.</p> <p>Receive invitations for guest lecturing and speaking, in areas of expertise.</p> <p>Engages in formal assessment of student learning outcomes.</p> <p>Develop mentoring relationships with students. (i.e. portfolio process, honor students, directed studies).</p>	<p>Establish self as a highly effective and highly accomplished teacher, supervisor and mentor.</p> <p>Mentor junior faculty in curricular and instructional activities.</p> <p>Serve as a leader in curricular and instructional development, evaluation or reform in department and discipline.</p> <p>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.</p>
<b>Service</b>	<p>Establish foundation for professional service.</p> <p>Contribute to W SON committees.</p> <p>Collaborate with others in service learning activities.</p> <p>Participate in institutional programs/services.</p> <p>Volunteer in community service organizations/projects.</p> <p>Participate in professional organizations.</p>	<p>Establishes self as a leader in professional service.</p> <p>Contribute in multiple departmental committees or at a college and university level.</p> <p>Serve as an active member in a professional/ civic organization, such as committee or task force.</p> <p>Receive and maintain certification in specialty organization.</p> <p>Engage in professional practice.</p>	<p>Demonstrates leadership roles and initiatives in the area of professional service.</p> <p>Assume leadership roles in committees within the department and beyond.</p> <p>Initiate changes in governance and policy issues on campus or within the community.</p> <p>Provide leadership to nursing colleagues in professional organizations and civic groups at the national or international level.</p> <p>Receive recognition for service contributions from colleagues within the community of KSU or beyond.</p> <p>Serve in the role of consultant/professional expert in assisting nursing and non-nursing colleagues in professional and/or community activities.</p> <p>Administer department or</p>

			<p>programs in a highly effective manner by receiving strong administrative performance evaluations.</p> <p>Plan and/or implement professional development in continuing education programs, symposia, and/or professional meetings.</p>
<p><b>Research &amp; Creative Activity</b></p>	<p>Establishes foundation of a scholarship plan with engagement in research activity by articulating clear plan for achieving scholarship objectives, providing evidence of this plan by presentation of posters or papers at professional meetings, publications, and collaborating with others in scholarship endeavors as well as progression on own activities.</p>	<p>Scholarship plan reflects mastery of Assistant Professor criteria. Continued demonstration of participation in research focus as evident by presentations of poster and papers at meetings beyond the local professional community, documentation of refereed scholarly works published and in progress, and/or external funding proposals submission or actual receipt of internal and external funding.</p>	<p>Establishes a record of productivity in scholarship reflecting mastery of Associate Professor criteria. Sustained demonstration of active engagement in research focus with broad dissemination of results as evident by presentations of poster and paper reflecting national/international recognition, publications in an array of refereed professional journals and other types of refereed scholarly works, and record of external funding for scholarship.</p>