



**KENNESAW STATE
UNIVERSITY**
WELLSTAR COLLEGE OF HEALTH
AND HUMAN SERVICES

Wellstar School of Nursing

Guidelines for Promotion, Tenure, and Post-Tenure Review

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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 (WSN). Specifically, it adheres to the Wellstar College of Health and Human Services (WCHHS) Mission. In addition, the guidelines align with the [American Association for Colleges of Nursing, CCNE Standards of Professional Guidelines](#). 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.

Because department promotion and tenure (P & T) guidelines are discipline-specific and are approved by deans and the provost as consistent with college and university standards, those guidelines are understood to be the primary basis for promotion, tenure, and post-tenure review recommendations and decisions. All guidelines must adhere to the University System of Georgia (USG) policy and Kennesaw State University (KSU) guidelines and policy. If any information contained in the college or department promotion and tenure guidelines contradicts the USG policy or the KSU Faculty Handbook, USG policy, and the KSU guidelines and policy will supersede the department (or college) guidelines. As per the WSON Bylaws, these guidelines will be reviewed annually.

II. General Guidelines for WSON Faculty Performance

The WSON maintains 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 (<https://catalog.kennesaw.edu/index.php>) 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. Additionally, faculty are to highlight activities promoting student success in at least one of the three performance areas: Teaching, Scholarship and Creative Activities, and/or Professional Service. The following are general guidelines for each area of review for faculty performance:

A. Teaching

Faculty performance in teaching refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning and success. 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, study abroad)
- 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 Section 3.3 - Basic Categories of Faculty Performance](#).

Student Success

[USG's 2024 Strategic Plan](#)

It is the responsibility of the faculty to demonstrate student success.

B. Scholarship and Creative Activity (SCA)

Evaluation of a faculty member's scholarship and creative activity will be based upon the evidence that the individual faculty member engages in systematic inquiry activities associated with teaching, individual or collaborative scientific research, or service; and, may include: 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, e) have significant impact on the profession or discipline, f) promote student success through undergraduate and graduate student participation in scholarship and research.

Examples of scholarly accomplishments in Teaching, Scholarship and Creative Activity, and Professional Service are provided in the [KSU Faculty Handbook \(3.4\)](#).

C. 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 to ensure student success 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.

WSON follows the [KSU Faculty Handbook Section 3.3 Basic Categories of Faculty Performance](#).

III. Faculty Review Process

Administrative and teaching faculty performance is evaluated via two basic and interrelated processes: annual reviews and multi-year reviews. An annual review is an evaluation of the faculty member's performance over one year, but within the context of the multi-year reviews. The multi-year reviews, involving multiple reviewers, are a more comprehensive examination of a faculty member's contribution to the department, college, and University.

Annual Reviews

The annual assessment of a faculty member's contributions to the University will be based on performance in reference to the criteria listed in the most recent year's Faculty Performance Agreement(s) (FPA). The basis of this assessment is an Annual Review Document (ARD) that is compiled by the faculty member to demonstrate progress toward the criteria in the FPA. This document will convey accurate information and the criteria by which the faculty member is to be assessed, counseled, and judged. The professional performance at KSU must address the quantity, quality, and significance of the contributions.

1. Format (ARD and FPA)

The FPA must be updated annually in conjunction with the annual review. Both the annual review and the FPA are integral to the next annual review process. The ARD and the FPA together provide a retrospective and prospective synopsis of a faculty member's performance. They provide the basis for all levels of reviewers to properly assess the contributions of the faculty member.

The ARD addresses items in the past year's FPA. The exact format and layout of the ARD and the FPA will be determined by the faculty member's department. The College P&T Committee, the department chair, the dean, and the Provost must approve these formats. Because the ARD and the FPA are integral to Promotion and Tenure decisions, those documents must reflect the Promotion and Tenure guidelines.

2. Evaluation of Categories by Chairs/Directors

The WSON Director will evaluate faculty members in each of the three performance categories--teaching, scholarship and creative activity, and service—based upon the following five-point rubric.

Score	Category	Description	Comments
5	Exemplary	Faculty member far exceeded the school and/or college expectations in the performance area.	
4	Exceeds Expectations	Faculty member exceeded the school and/or college expectations in the performance area.	
3	Meets Expectations	Faculty member met the school and/or college expectations in the performance area.	
2	Needs Improvement	Faculty member's efforts and performance fell below school and/or college expectations in the performance area and did not meet the school expectations even at a minimal level. Extensive improvements are needed.	<ul style="list-style-type: none"> • This rating in any area necessitates a PRP for tenured and tenure-track faculty • This rating in any area necessitates a PIP for faculty post-tenure review • This rating in any area will be addressed by the department director/chair for non-tenured faculty*
1	Does Not Meet Expectations	Faculty member neglected their responsibilities in the performance area.	<ul style="list-style-type: none"> • This rating in any area necessitates a PRP for tenured and tenure-track faculty • This rating in any area necessitates a PIP for faculty post-tenure review • This rating in any area will be addressed by the department director/chair for non-tenured faculty*

PRP = Performance Remediation Plan https://www.usg.edu/academic_affairs_handbook/section4/C690

PIP = Performance Improvement Plans https://www.usg.edu/academic_affairs_handbook/section4/C690

*[KSU Faculty Handbook, Section 4.1.8 - Non-Renewal of Employment Contracts for Individuals with Faculty Status](#)

USG policy states, “Institutions must ensure that workload percentages for faculty roles and responsibilities must be factored into the performance evaluation model consistently. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the 5-point scale.” (BoR Academic and Student Affairs Handbook 4.4) Faculty members who are not satisfactory will receive a Performance Remediation Plan (PRP) or Performance Improvement Plan (PIP) to remediate the faculty member's performance. [KSU Faculty Handbook Section 3.12](#)

Continuous Professional Growth

As noted in the [KSU Faculty Handbook, Section 3.3](#), “Kennesaw State University encourages faculty to pursue continuous professional growth throughout their careers. ... faculty should identify how they will pursue continuous professional growth in at least one area of their teaching, scholarship and creative activity, and/or professional service in their FPA.”

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 the 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 and approval of the Dean. Faculty are to highlight activities promoting student success in at least one of three performance areas: Teaching, Scholarship and Creative Activities, and/or Professional Service.

1. Non-tenure Track

The Non-tenure 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.

- **Lecturer/Senior Lecturer/Principal Lecturer** - Lecturer track faculty can be promoted to Principal Lecturer
- **Clinical Assistant Professor** - according to the [KSU Faculty Handbook \(3.7\)](#), faculty must hold a doctoral or terminal

degree equivalency for promotion consideration to Clinical Associate Professor or Clinical Professor.

- **Promotion of Non-Tenure Track Clinical Faculty and Lecturers**

As stated in the KSU Faculty Handbook, the review for the promotion of lecturers is optional ([KSU Faculty Handbook, Section 3.10](#)). For lecturer, senior lecturer, and principal lecturer performance expectations, the review process, portfolio guidelines and content, and lecturer and senior lecturer promotion criteria, see KSU Faculty Handbook. The Faculty Handbook does not require lecturers to undergo a third-year review or a multi-year review once they are promoted to senior lecturer.

For clinical faculty performance expectations, the review process, promotion process, portfolio guidelines and content, please reference [KSU Faculty Handbook, Section 3.7](#). The timeline for clinical faculty undergoing a promotion review will be identical to the timeline established for tenure-track faculty. However, promotion is optional. Clinical promotion in rank must inform their department chair during the spring semester before the review. Department P&T guidelines will provide general performance expectations for clinical faculty. It is incumbent upon clinical faculty to work closely with their department chair to clearly articulate their responsibilities and performance expectations in their FPA/ARDs.

2. Tenure Track

The Tenure Track provides a workload option for faculty to concentrate on scholarship and creative activities. The typical teaching expectation for this model is 9-9 credit hours (60-30-10 workload). The minimum workload effort in this area expected for a tenure-track or tenured teaching faculty is 20%.

3. Pre-tenure, Tenure, and Promotion Review

Information about the pre-tenure, tenure, and promotion review process can be found in the [KSU Faculty Handbook Section 3.5 - General Expectations for Tenure, Promotion, Post-Tenure Review, and Faculty Performance for Tenure Track Faculty in Professorial Ranks](#).

Performance Expectations for Non-Tenure Track Academic Professional

Employee performance is evaluated for non-tenure track academic professionals through annual reviews. Non-tenure track academic professionals will follow the annual review processes and timelines outlined for non-tenure track faculty in the [KSU Faculty Handbook Section 3.13](#).

PRP required for Pre-tenure Review to align with BOR policy ([BOR Academic and Student Affairs Handbook 4.4 Faculty Evaluation Systems](#))

Tenure-track faculty members will also be evaluated annually on the elements of teaching, student success activities, research/scholarship, and service, following the procedures described above. In the case of deficiency identified through an

annual evaluation, they will be put on a Performance Remediation Plan (PRP).

BoR Update to Due Process for PTR and Unsuccessful PIP

Please link directly to KSU Faculty Handbook for this process rather than summarizing or restating to ensure accuracy and alignment with revised BoR Academic and Student Affairs Handbook and the KSU Handbook.

See [KSU Faculty Handbook Section 3.12](#) for updated version.

4. Post-tenure Review

The Post-Tenure review is required by the Georgia Board of Regents and is completed beginning in the sixth year after the faculty member's most recent promotion of personnel action. Information about the Post Tenure Review process can be found in the [KSU Faculty Handbook Section 3.5](#) All Post Tenure Reviews are routed to the department chair, who will conduct the first level of review.

Administrators

All faculty on administrative contracts (Section 1.1) are evaluated on a five-year cycle based on the [KSU Faculty Handbook Section 3.12 – Faculty Review Process](#).

C. 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.

1. 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

2. Scholarship and Creative Activities

Scholarship and creative activity is defined in the [KSU Faculty Handbook, Section 3.4](#)

- 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

3. 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)

4. Continuous Professional Growth

As noted in the [KSU Faculty Handbook, Section 3.3](#), “Kennesaw State University encourages faculty to pursue continuous professional growth throughout their careers. Continuous professional growth for faculty can occur in their teaching, scholarship, and creative activity, and/or professional service, and can range broadly from attending CETL or professional conference

workshops to implementing new techniques and ideas into their classrooms to building their scholarship. Like student success, faculty should identify how they will pursue continuous professional growth in at least one area of their teaching, scholarship, and creative activity, and/or professional service in their FPA. Faculty will then annually record their progress in the narrative for their ARD.”

IV. 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 website](#). 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. For external letters refer to Section 3.12 for the Faculty Review Process in the KSU Faculty Handbook

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 workload efforts and may be negotiated with the department chair. Further information can be found in the Workload Model for Teaching Faculty, [Section 2.2 of the KSU Faculty Handbook](#).

<i>Performance Expectations</i>	<i>Non-Tenure Track (typical percentages)</i>	<i>Tenure/Tenured Track (typical percentages)</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)
<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 <p>*See unit chart for adjusted percent effort for minimum unit expectation.</p>

Service Expectations 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.
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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

Tenure-track and tenured faculty pursuing promotion and/or tenure and operating under the normal workload (e.g., 60-30-10) are expected to document the target goal of a minimum of one peer-reviewed publication per year. In addition to the minimum annual “peer-reviewed publication” requirement, faculty are expected to actively establish their scholarly progress in their discipline through the development and dissemination of peer-reviewed research. Meeting the SCA units alone without meeting the publication requirement is not sufficient. Satisfactory progress in any one year does not guarantee that a faculty member will be successful in promotion and/or tenure or will have a successful post-tenure review.

It is the faculty’s responsibility to document and substantiate the quality and significance of their Scholarship and Creative Activity as well as meeting the minimum expectations. [KSU Faculty Handbook](#)

Table II represents percentage of SCA and required units per year. Refer to Table III for examples of SCA products and designated units.

<u>Workload Percentage</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
Solo/Co-Authored Book/Textbook - based on quality and significance of the book to the field and the press	8 units
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. 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.

Non-Tenure Track Criteria for Teaching		
Lecturer	Senior Lecturer	Principal Lecturer
Criterion: Establishes self as a highly effective teacher.	Criterion: Establishes self as a leader in instructional and educational initiatives.	Criterion: Establishes self as a leader in instructional and educational initiatives beyond the university.
Examples	Examples	Examples
<ul style="list-style-type: none"> • Develops effective teaching methods and applies novice 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 	<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 • Demonstrates proficiency in the role of course coordinator • Receives invitations for guest lecturing and speaking in areas of teaching expertise 	<ul style="list-style-type: none"> • Disseminates innovative teaching methods and new pedagogical strategies within and beyond the university • Demonstrates leadership in collaborative work with colleagues in course and curricular design, revision, implementation, and evaluation while consistently incorporating best practices. • Mentors and advises junior faculty, graduate students, or undergraduate students. • Participates in guest lecturing and speaking engagements in areas of teaching expertise to the wider academic community. • Demonstrating a commitment to continuous professional development by attending workshops, conferences, and engaging in ongoing training related to teaching and pedagogy.

<p>and utilizes opportunities with agency personnel in clinical course implementation and evaluation</p>		
<p>Non-Tenure Track Criteria for Service</p>		
<p>Lecturer</p>	<p>Senior Lecturer</p>	<p>Principal Lecturer</p>
<p>Criterion: Participates in professional and community service</p>	<p>Criterion: Demonstrates effective professional and community service</p>	<p>Criterion: Demonstrate Leadership in professional and community service</p>
<p>Examples</p>	<p>Examples</p>	
<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 • Provides community with knowledge and skills related to professional expertise • Achieves national certification in teaching or clinical specialty 	<ul style="list-style-type: none"> • Provide active service and leadership to the University committees/task forces • Provides service or consultation within his/her area of expertise to state, national, and/or international entities • Recognized as a leader in professional societies (e.g., specialty organizations, state, national, and/or international professional organizations) • Participates in leadership roles beyond course coordination within the department, college, and/or university. • Maintains national certification in teaching or clinical specialty

Non-Tenure 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 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"> • 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

Non-Tenures 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 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 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 • Demonstrates proficiency in 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 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 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

Revised and approved by WSON faculty 11/6/2023

Kennesaw State University
Academic Affairs

Approval Form for Department Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for Pre-Tenure, Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated 11 / 06 /2023, were approved by the faculty of the Department of WSON in accordance with department bylaws:

Anne White		December 5, 2023
_____ Name (printed or typed) / DFC or P&T chair	_____ Signature/ Date	

Department Chair Approval - I approve the attached guidelines:

Susan Dyess	Director		December 5, 2023
_____ Name (printed or typed)		_____ Signature/ Date	

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

Brian Culp		December 5, 2023
_____ Name (printed or typed)	_____ Signature/ Date	

College Dean Approval - I approve the attached guidelines:

Monica Swahn	Dean		December 6, 2023
_____ Name (printed or typed)		_____ Signature/ Date	

Provost Approval - I approve the attached guidelines:

Ivan Pulinkala

DocuSigned by:

Ivan Pulinkala

January 25, 2024

02FA0CC7B24D4B3

Name (printed or typed)

Signature/ Date

RHM - 08 Sept 16

10/2023

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
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