Waters College of Health Professions
External Letters of Review Policy

The Waters College of Health Professions (WCHP) realizes the importance of peer review within the disciplines as part of the promotion and tenure process. External reviews will be required for those faculty undergoing tenure and/or promotion review.

The following procedures will be followed for external reviews.

1. After the WCHP Promotion and Tenure Orientation meeting, faculty undergoing tenure and/or promotion review will be asked to submit names and contact information for four qualified external reviewers to their school chair. The external reviewers should not be directly involved in the faculty member’s work, and should hold an academic appointment at an institution similar to Georgia Southern University with rank at or above the rank to which the faculty member is being evaluated. The faculty member may also submit up to three names of individuals who may NOT be contacted. Both lists should be submitted to the school/department chair by May 1st.

2. The school/department chair will contact and solicit letters via email from two individuals on the faculty member’s list. If the chair is not successful in securing reviewers from those two individuals, he/she will contact the other two individuals the faculty member provided. If all four reviewers decline the review, the chair will meet with the faculty member to find additional reviewers.

3. After identifying the external reviewers, the school chair will send the following to the reviewers electronically:
   a. Cover letter from the chair (cc’d to the Dean);
   b. Current CV for the faculty member;
   c. Narrative from the faculty member addressing teaching, scholarship, and service (no more than six pages);
   d. No more than two documents chosen by the faculty member that represent teaching effectiveness;
   e. No more than two documents chosen by the faculty member that represent productive scholarship;
   f. No more than two documents chosen by the faculty member that represent evidence of service;

4. Reviewers will be asked to complete the review by August 1st. The school/department chair will follow up with reviewer if letter has not been received by August 1st. If a reviewer fails to submit the evaluation by the deadline, the chair will place a letter in the faculty member’s promotion file explaining the absence of the review. Absence of an external letter of review will not hinder the review process or penalize the candidate.
5. Reviews are confidential and will not normally be shared with candidates. However, the faculty member can request feedback from the chair regarding the letters. After submitting list of names to the chair, the faculty member should not contact potential reviewers. All communication should come from the chair.

6. After the review is completed, the chair should send a letter of appreciation to each reviewer.

7. The chair should keep an updated list of reviewers.

Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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<tr>
<td>March</td>
<td>WCHP Promotion and Tenure Orientation Meeting</td>
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<tr>
<td>May 1</td>
<td>Faculty member submits names of four potential reviewers (and list of three names not to be contacted) to School/Department Chair who contacts potential reviewers</td>
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<tr>
<td>June 1</td>
<td>Faculty member submits materials to School/Department Chair who forwards materials to reviewers</td>
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<tr>
<td>August 1st</td>
<td>Reviewers submit reviews to the School/Department Chair</td>
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University Policy:

Each tenured or tenure-track faculty member undergoing either a promotion or tenure review shall submit to his/her chair or unit head the names and contact information of at least three qualified individuals not directly involved in the faculty member’s work (i.e., have not been involved as a mentor or close collaborator) who can objectively review the faculty member’s portfolio. The individuals should be experts in the faculty member’s field and hold an academic appointment at an institution at least similar to Georgia Southern with rank at or above the rank to which the candidate is aspiring. The department chair or chair of the department’s Tenure and Promotion Committee shall solicit letters from two of the individuals that address the quality of work performed and readiness of the candidate for promotion and/or tenure. In addition to submitting names for individuals who may be contacted for external review, the faculty member may submit up to three names (and contact information) of individuals who may NOT be contacted by anyone involved in the tenure and/or promotion review. The department chair in association with the Tenure and Promotion Committee chair may also solicit up to two additional letters from any individual not on the forbidden list that he or she may think has the background commensurate with carefully evaluating the candidate’s portfolio and contributions to the profession. (Faculty Handbook, 306.06.B3; page 39)
# Examples of Effectiveness

The purpose of these set of examples below is to help provide evidence of achievement in each area. Please note that faculty are not required to achieve all of the examples provided.

## Examples of Teaching Effectiveness:

- Demonstrates thorough preparation in areas of teaching.
- Utilizes peer and student reviews/evaluations to improve teaching effectiveness.
- Is recognized as expert in the field as demonstrated by Invitation(s) to be a guest lecturer, contributor to a textbook or review book, writer of test questions, or reviewer for a national professional licensing or certifying board.
- Obtains/maintains additional education/certification to increase level or area of expertise.
- Develops and applies new and innovative teaching strategies for improved outcomes.
- Develops new courses and/or programs and/or revises to advance mission of school.
- Incorporation of experiential and service learning into coursework to enhance content outcomes.
- Integrates instructional technology to enhance teaching pedagogy.
- Keeps course content current.
- Effectively improves program content, constructs and delivery.
- Participates in local, regional, state, national, or international development of educational content.
- Mentors students with learning projects/Honor thesis and research.
- Serves as a member and/or evaluator of student projects/committees or student comprehensive examinations.
- Mentors colleagues in the area of teaching.
- Receives an award in teaching.

## Examples of Research:

- Authors publications (e.g., journals, book chapters, books, manuals, review books, professional organization position statements, scholarly use of accreditation or other comprehensive program reports, etc.).
- Creates designs, spaces, and/or, exhibitions that are evaluated through juried, peer or external reviews.
- Exhibits an established line of research in discipline.
- Submits grant proposals or other proposals to further scholarship/research/programs requiring programmatic and/or analytic data to produce measureable outcomes (funded and non-funded).
- Authors white paper/standards/policy/reviews/technical report for professional organization or agency.
- Provides professional podium and/or poster presentations at local, state, regional, national, or international professional conferences.
- Receives grant awards in support of research, teaching, program, or practice scholarship.
- Mentors colleagues in research or scholarship.
- Receives award for scholarship.

**Service:**

- Conducts peer review for a book or journal in the discipline or area of practice, or for grant applications in the discipline.
- Provides leadership (Chair/Co-Chair) to School, College, University committees/task forces.
- Provides service to the School, College, and University to further goals and missions of academic units.
- Provides leadership in local, regional, national and/or international professional organizations, such as committees/holding elected position.
- Provides professional education to community entities.
- Advises student organizations.
- Coordinates academic program.
- Seeks outside private and/or public support to initiate service activities and academic endeavors (e.g., community education, health screenings [equipment, brochures], monies for participant incentives, service-learning projects).
- Participates in accreditation or other comprehensive program reports.
- Presents keynote address or presentation to professional entity.
- Provides health related activities (e.g., health fair)
- Assists with development of public service program or grant
- Takes on a course load that exceeds normal annual requirements when unexpected faculty vacancies and support needs occur in department
- Mentors colleagues in the area of service
- Receives award for service.
Waters College of Health Professions Promotion & Tenure Timeline

WCHP Orientation Session: March 2019

External Review Letter (only for faculty undergoing tenure and/or promotion):

May 1 – Names to the Chair

June 1 – Materials from faculty

August 1 – Letters returned from reviewers

August 19 - Submission of Portfolio to School Chair for School/Department P&T Committee to Review

September 13 – School/Department Committee Letter to Faculty

September 20 - Optional Letter of Clarification to the School/Department Committee

September 27 - Chair Letter to Faculty

October 4 - Optional Letter of Clarification to the Chair

November 8 - College Committee Letter to Faculty

November 15 - Optional Letter of Clarification to the College Committee

November 22 - Dean Letter to Faculty

December 2 - Optional Letter of Clarification to the Dean

December 6 - Recommendations for tenure and/or promotion submitted to Provost

December/January - University level review of tenure and/or promotion recommendations

February 2020 - Faculty notified of final tenure and/or promotion decision of the President

March 2020 – Summary of post-tenure reviews sent by the Dean to the Provost

March 2020 – Summary of lecturer/senior lecturer follow-up reviews sent by the Dean to the Provost

April 2020 – Summary of pre-tenure reviews sent by the Dean to the Provost
PORTFOLIO CONTENTS FOR PRE-TENURE, PROMOTION, TENURE and POST-TENURE REVIEWS
WATERS COLLEGE OF HEALTH PROFESSIONS

Each faculty member preparing information for a promotion and/or tenure review should prepare one portfolio to be uploaded to SharePoint. The portfolio should contain the information indicated below subdivided into four major sections. Instructions on how to upload documents will be supplied by the Dean’s Office; documentation and supporting materials should be selected carefully. Organize your portfolio as described below.

Section I: Personal Data

1. WCHP Portfolio Cover Page
2. Vita
3. Narrative - 10 pages maximum, single-spaced, no less than 10-point font, 1” margin. (Structure this similar to an article. Conserve text by referencing artifacts in the portfolio as one would refer to “appendices”. For example: “For documented evidence of service to professional organization see p. X of Section X”). A sample narrative is maintained in the School Chair’s office.
4. Performance Review Summary Letters (Annual Review, Pre-Tenure, Promotion, Tenure, Post Tenure, etc.)
5. Professional Letters of Support (3-5) External to the School (not to be included in Pre-Tenure Review portfolios)

Section II: Evidence of Teaching Effectiveness

Required Evidence:
1. List of course number, title, and credit hours of all courses taught during the time frame under review, and include number of students enrolled in each class.
2. Student evaluation summaries administered during semesters of the time frame under review. This should include summary tables and statistical summary sheets for each course taught.
3. Course syllabi and materials (most recent version)

Optional Evidence:
4. Honors and special recognition for teaching accomplishments
5. Evidence of increased student performance resulting from course instruction e.g., pre/post assessments, departmental graduate assessments, student performance on standardized tests and certification exams, student portfolios, writing samples, etc.
6. Evidence of successful direction of individual student work: e.g., independent studies, special student projects, and thesis.
7. Other evidence of teaching effectiveness: e.g., teaching portfolio, peer evaluation, effective online teaching, etc.
8. Professional development activities contributing to teaching effectiveness.
9. Any additional sources of evidence as listed in Examples of Teaching Effectiveness (p. 8).

Section III: Evidence of Service

1. Roles in professional organizations, including offices held and leadership positions, professional affiliations, service, and recognition
2. Membership or leadership roles on university, college, and departmental committees
3. Performance of institutional administrative duties
4. Development or coordination of academic programs
5. Teaching of non-academic-credit courses, workshops, or faculty/staff seminars
6. Advisement of undergraduate/graduate students and/or support of student activities by advising or participating in student organizations
7. Participation in the recruitment of students or faculty for the College
8. Community and public service in which you were clearly recognized as a representative of the College, such as: consulting, participation in public/private agencies, service on accrediting committees, public or private boards, etc.
9. Professional development activities contributing to service activity.
10. Any additional sources of evidence as listed in Examples of Service (p. 9).

Section IV: Evidence of Scholarship
1. Evidence of research, including scholarly publications, presentations, creative productions, etc.
2. Evidence of grants and contracts, those applied for and those which have been funded
3. Academic honors, awards, and other recognition relative to scholarship and research
4. Evidence of professional development such as workshops and short courses taken to remain current in the field, or to develop background in an ancillary field
5. Evidence of completion of credit work toward advanced degrees during the time period under consideration for those working on advanced degrees
6. Professional development activities contributing to scholarly activity.
7. Any additional sources of evidence as listed in Examples of Scholarship (p. 10).