

**Georgia State University**

**Promotion Manual  
for  
Non-Tenure Track Faculty**

**Approved by the University Senate**

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Immediately

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# 1 I. Introduction

2  
3 At Georgia State University, non-tenure track (NTT) faculty play a significant role in  
4 achieving the mission of the university. Promotion decisions for NTT faculty are extremely  
5 important to the professional life of the faculty member and the institution. These  
6 decisions are the means by which the university retains and rewards its NTT faculty. It is  
7 important that NTT faculty have a clearly defined career path for promotion. It is essential  
8 that the procedures and promotion standards set forth in this manual are clear and well  
9 defined to ensure NTT faculty at Georgia State are treated fairly.

10  
11 Promotion decisions for NTT faculty are to be based on discipline-specific criteria as  
12 determined by department and college faculty, but satisfaction of these criteria should  
13 reflect equivalent levels of accomplishment across the university. Although NTT faculty  
14 members in different colleges are engaged in varied forms of teaching, service and  
15 research/scholarly/creative activities, with differential emphasis on each of these  
16 activities, the quality and significance of achievement appropriate to the discipline in  
17 question should be comparable. This document provides a statement of the general,  
18 university-wide standards that govern specific department and college criteria. These  
19 university standards define the expected quality and significance of NTT faculty  
20 accomplishments, while the department and college criteria identify the concrete forms  
21 these achievements should take. Standards should be high even as they take into account  
22 individual factors in each college and department and the responsibilities of each NTT  
23 faculty member. Department chairs and senior non-tenure track and tenured faculty are  
24 expected to mentor and advise new NTT faculty members. In particular, department  
25 chairs shall inform new NTT faculty members of all promotion requirements. They shall  
26 provide new NTT faculty members with copies of the appropriate department, college and  
27 university promotion policies and explain the contents of these documents to them.

28  
29 This document provides guidelines that govern specific college and departmental  
30 guidelines for the definition of NTT ranks and procedures and requirements for  
31 promotion. For purposes of this document, a “college” is a major academic unit of the  
32 university and may be a college or school, library or institute. A college or school, library  
33 or institute that is not further subdivided may be considered as a single department.  
34 Similarly, references to “dean” refer to the candidate’s college dean or an administrator at  
35 the level of the dean. The department chair or the appropriate supervisor refers to the  
36 unit/department head to whom the faculty report. This document provides guidelines  
37 that govern specific department and college procedures for promotion of NTT faculty. It  
38 also defines the procedures to be followed in the university-level review and the appeals  
39 procedures. If a college is subject to accreditation standards and those standards conflict

40 with the guidelines in this document, the college shall apply the appropriate accreditation  
41 standards.

42  
43 The promotion policies and procedures established by Georgia State for NTT faculty  
44 conform to the requirements of the Board of Regents. These policies and procedures  
45 conform to Section 8.3 of the Board of Regents Policy Manual  
46 ([www.usg.edu/policymanual/section8/policy/C245](http://www.usg.edu/policymanual/section8/policy/C245)).

47  
48 Individuals employed in non-tenure track positions shall not be eligible for consideration  
49 for the award of tenure (Board of Regents Policy Manual Section 8.3.8).

50  
51 The university NTT promotion manual will be periodically reviewed by a university-level  
52 committee composed of one representative (preferably a NTT faculty member) appointed  
53 by the Dean of each of the colleges/schools, a faculty member representing the University  
54 Senate's Faculty Affairs Committee, and a member appointed by the provost. The  
55 committee will also review college NTT promotion manuals for their adherence to  
56 university policy.

57

## 58 **II. List of NTT Faculty Positions and Ranks**

59

### 60 **A. Promotable Ranks**

61

62 The following five NTT Faculty positions are eligible for promotion. For each  
63 position, the ranks have been listed in parentheses starting with the lowest rank  
64 and ending with the highest possible rank.

65

- 66 1. Clinical Faculty (Clinical Instructor, Clinical Assistant Professor, Clinical  
67 Associate Professor, Clinical Professor)
- 68 2. Lecturer (Lecturer, Senior Lecturer, Principal Senior Lecturer)
- 69 3. Academic Professional (Academic Professional Associate, Academic  
70 Professional, Senior Academic Professional, Principal Academic  
71 Professional)
- 72 4. Research Faculty (Research Assistant Professor, Research Associate  
73 Professor, Research Professor)
- 74 5. Librarian
  - 75 a. College of Law Library (Law Librarian Instructor, Law Librarian  
76 Assistant Professor, Law Librarian Associate Professor, and Law  
77 Librarian Professor)

- 78 b. University Library (Librarian Instructor, Librarian Assistant  
79 Professor, Librarian Associate Professor, Librarian Professor)  
80

81 Descriptions of these faculty positions can be found in Appendix A.  
82

83 **B. Non-Promotable Ranks**  
84

- 85 1. Instructor (Atlanta Campus only; at Perimeter College the instructor  
86 position is a tenure-track position which is discussed in the Promotion  
87 and Tenure manual).  
88 2. Professor of Practice  
89 3. Expert-in-Residence  
90

91 Descriptions of these faculty positions can be found in Appendix B.  
92

93 Each college's promotion manual for NTT faculty needs to lay out promotion  
94 criteria only for those NTT positions held by the college's current faculty or  
95 expected future hires. For example, if a college has no Academic Professionals  
96 and does not expect to hire anybody in that position, the college NTT promotion  
97 manual need not address the promotion criteria for that position.  
98

99 **III. Promotion Goals, Standards and Criteria**  
100

101 The main purpose of promotion of NTT faculty members is to recognize their performance  
102 and to enable the university to attract and retain NTT faculty.  
103

104 In general, full-time service of at least five years in rank at Georgia State is appropriate to  
105 be considered for promotion to the next level. A maximum of three years' credit towards  
106 the Georgia State service period may be allowed based on previous service by the  
107 candidate at another institution or within Georgia State (for example, visiting faculty).  
108 Such credit for prior service shall be approved in writing by the president at the time of  
109 appointment. If the candidate is approved for promotion, the date the faculty member  
110 begins in the new rank is determined by Board of Regents policies (see especially Board of  
111 Regents Policy Manual, Sections 8.3.8.1 and 8.3.8.2 on the employment of faculty in the  
112 Lecturer track).  
113

114 The promotable NTT faculty positions listed in Section II A of this manual have varying

115 emphasizes on teaching, research and service as they pertain to expectations and workload.  
116 The level of accomplishments required in each area of responsibility (teaching, research,  
117 service and embedded student success activities) should reflect the emphasis of each  
118 position and the workload distribution of the candidate in each of these three areas. The  
119 successful candidate will have demonstrated they have fulfilled expectations appropriate  
120 to the rank under consideration, the standards of the candidate's discipline, and the  
121 mission and resources of the Department. Annual reviews must also be included and  
122 reviewed in the promotion dossier.  
123

### 124 **A. Assessment of Teaching**

125  
126 Each college NTT promotion manual and departmental guidelines for  
127 promotion will provide a clear description of the types of indicators used to  
128 assess teaching which shall include any related student success activities.  
129 Candidates for promotion must submit evidence of teaching effectiveness and  
130 positive learning outcomes. This may include, but is not limited to: student  
131 evaluations of instruction, peer evaluations, selected examinations and quizzes,  
132 students' passing rates on licensure/certification examinations, a teaching  
133 portfolio, new course and/or program development, effective use of technology  
134 for teaching, program accreditation review results, teaching awards received  
135 and student accomplishments. Evidence of teaching effectiveness submitted by  
136 the candidate should be reasonably attributable to the contributions made by  
137 the candidate.  
138

139 If a candidate's primary responsibility is teaching, for promotion to an  
140 intermediate rank (for example, Clinical Assistant to Clinical Associate) the  
141 candidate must demonstrate excellence in teaching as determined by the  
142 standards laid out in the college manual.  
143

144 If a candidate's primary responsibility is teaching, for promotion to the highest  
145 rank (for example, Principal Senior Lecturer) the candidate must demonstrate a  
146 trajectory of continued growth in their teaching-related engagement and  
147 effectiveness since the last promotion and a sustained level of excellence in  
148 teaching as determined by the standards laid out in the college manual.  
149

150 If a candidate's workload includes teaching (but is not the candidate's primary  
151 responsibility), for promotion to an intermediate rank or to the highest rank,  
152 the candidate must demonstrate high-quality teaching.

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**B. Assessment of Research**

Each college NTT promotion manual and departmental guidelines for promotion will provide a clear description of the types of indicators used to assess research, scholarship and creative activities (including any related student success activities). The quality and quantity of research required of NTT faculty may be different from that required of tenure-track faculty. The expectations for research for each NTT faculty position should be specified in the college NTT promotion manual. Candidates shall identify which of their publications are peer-reviewed and shall provide evidence of the quality and standing in the profession of the publications. In addition, candidates with multi-authored works should describe their contribution to the works. Acknowledging that methods of disseminating research are changing, when using alternative methods of sharing scholarly output, candidates are encouraged to provide evidence of the quality and standing of those alternative methods.

If a candidate’s primary responsibility is research, for promotion to an intermediate rank the candidate must demonstrate a record of excellent research.

If a candidate’s primary responsibility is research, for promotion to the highest rank the candidate must demonstrate sustained excellent research with continued growth in the period since the last promotion or since hire at the intermediate rank.

If a candidate’s workload includes research (but is not the candidate’s primary responsibility), for promotion to an intermediate rank or to the highest rank the candidate must demonstrate high-quality research.

**C. Assessment of Service**

Each college NTT promotion manual and departmental guidelines, will provide a clear description of the types of service indicators to be used in departmental and college reviews. These guidelines should include service allocation expectations. Department, college and university service, and faculty mentorship as well as professional and community accomplishments, and any



191 related student success activities as defined by the college, constitute  
192 appropriate activity in this area of assessment, if part of the candidate's  
193 assigned workload.

194  
195 If a candidate's primary responsibility is service, for promotion to an  
196 intermediate rank the candidate must provide an excellent level of service as  
197 specified in the candidate's college manual.

198  
199 If a candidate's primary responsibility is service, for promotion to the highest  
200 rank the candidate must provide a sustained excellent level of service as  
201 specified in the candidate's college manual, with continued growth in the time  
202 period since the last promotion or since hire at the intermediate rank.

203  
204 If a candidate's workload includes service (but is not the candidate's primary  
205 responsibility), for promotion to an intermediate rank or to the highest rank the  
206 candidate must provide high-quality service as specified in the candidate's  
207 college manual.

208

#### 209 ***D. Student Success***

210

211 Evaluation of the Student Success component will involve an assessment of the  
212 faculty member's involvement in activities inside and outside the classroom  
213 that deepen student learning and engagement for all learners. These aspects  
214 may include effective advising and mentoring; undergraduate and graduate  
215 research; other forms of experiential learning; engagement in other high impact  
216 practices; the development of student success tools and curricular  
217 materials; strategies to improve student career success; involvement  
218 in faculty development activities; and other activities identified by the  
219 college/department to deepen student learning.

220

221

## 222 **IV. Annual Reviews**

223

224 Faculty are evaluated annually by their department chair or appropriate supervisor as  
225 defined by the college/school against the minimum criteria listed in the BOR Policy 8.3.5.1  
226 and BOR Policy 8.3.7.3.

227

228 The annual evaluation will encompass teaching; research/scholarly activities/creative

229 activities or academic achievement; professional service to the institution or  
230 community (including student success activities that may be interwoven into each); and  
231 continuous professional growth appropriate to Georgia State's sector and mission, college  
232 or school and department.

233  
234 Colleges/schools must ensure that workload percentages for faculty roles and  
235 responsibilities are factored into the performance evaluation model in a consistent  
236 manner. The overall evaluation must indicate whether the faculty member is making  
237 satisfactory progress toward the next level of review appropriate to their rank and career  
238 stage as noted in the below mentioned Likert scale.

239  
240 Annual reviews must be included in all areas of review (i.e. promotion and structured  
241 reviews).

242

### 243 **A. Procedure**

244

245 All faculty members are subject to an annual review. Annual reviews are  
246 outlined in college/school guidelines.

247

248 The faculty member is responsible for providing documentation and materials  
249 for the annual evaluation. These materials are used by the evaluator(s) to  
250 produce a written annual evaluation, which is provided to the faculty member  
251 under review.

252 The department chair or appropriate supervisor will discuss with the faculty  
253 member in a scheduled conference the content of that faculty member's annual  
254 written evaluation and their progression towards achieving future milestones.

255

256 The faculty member will sign a statement to the effect that they have been  
257 apprised of the content of the annual written evaluation.

258

259 The faculty member will be given 10 business days to respond in writing to the  
260 annual written evaluation, with this response to be attached to the evaluation.

261

262 The department chair or appropriate supervisor will acknowledge in writing  
263 the receipt of the response, noting changes, if any, in the annual written  
264 evaluation made as a result of either the conference or the faculty member's  
265 written response. The specific time period for this response is 10 business days  
266 from the faculty member's rebuttal/response. This acknowledgement will also

267 become a part of the official personnel records. Annual reviews are not subject  
268 to discretionary review. (BOR Policy 6.26)

269  
270 All annual faculty evaluations must utilize the following Likert scale:\*

- 271  
272 1 – Does Not Meet Expectations  
273 2 – Needs Improvement  
274 3 – Meets Expectations  
275 4 – Exceeds Expectations  
276 5 – Exemplary

277  
278 Noteworthy achievement as referenced in BOR Policy 8.3.7.3 is reflective of a 4  
279 or 5 on the above Likert Scale. Deficient and unsatisfactory as referenced  
280 throughout this document is reflective of a 1 or a 2 on the Likert Scale.

281  
282 If performance in any of the categories is judged to be a 1 – Does Not Meet  
283 Expectations or a 2 – Needs Improvement, the faculty member must be  
284 provided with a Performance Remediation Plan (PRP) to remediate their  
285 performance during the next year. The department chair or appropriate  
286 supervisor will develop the PRP in consultation with the faculty member. This  
287 will become part of the official personnel records.

288  
289 \*Each college/school can decide to use the above Likert Scale for other reviews,  
290 including structured third-year, promotion, and structured five-year reviews.

291

## 292 ***B. Performance Remediation Plan***

293

294 The Performance Remediation Plan (PRP) is used to document faculty  
295 deficiencies based on the outcomes from the annual review or structured third-  
296 year review. The purpose of the PRP is designed to enable the faculty member  
297 to correct unsatisfactory performance in some aspect of their role or  
298 responsibilities. If the performance in any of the categories is judged to be not  
299 successful/not satisfactory the faculty member must be provided with a  
300 Performance Remediation Plan (PRP). The department chair will develop the  
301 PRP in consultation with the faculty member and any committee that  
302 participated in the pre-tenure review. The PRP must include input from the  
303 faculty member, the chair, and the committee. The PRP must also be approved  
304 by the Dean and submitted to the Office of Faculty Affairs. The faculty member

305 will have one year to accomplish the goals/outcomes of the PRP. This will  
306 become part of the official personnel records. Two meetings during the fall and  
307 two meetings during the spring must be held to review progress, document  
308 additional needs/resources, planned accomplishments for the upcoming  
309 quarter. After each meeting, the department chair will summarize the meeting  
310 and indicate if the faculty member is on track to complete the PRP.  
311 Consequences for failure to meet the expectations of the PRP must be stated at  
312 the conclusion of each meeting. Each college/school should standardize their  
313 processes, procedures and forms across all academic units and incorporate  
314 professional development for appropriate personnel.  
315

### 316 **Elements of the Performance Remediation Plan (PRP)**

317  
318 For faculty who do not meet annual performance or structured third-year  
319 review expectations, a performance remediation plan is put in place. The  
320 purpose of this plan is to scaffold faculty growth and development and  
321 strengthen promotion possibilities. The components of the PRP plans must  
322 include the following:  
323

- 324 1. Clearly defined goals or outcomes
- 325 2. An outline of activities to be undertaken
- 326 3. A timetable
- 327 4. Available resources and supports
- 328 5. Expectations for improvement
- 329 6. Monitoring strategy

## 332 **V. Structured Reviews for Faculty in Promotable NTT** 333 **Positions**

334  
335 Structured Reviews for faculty in promotable NTT positions are intended to provide a  
336 longer-term perspective than is usually provided by an annual review, and they contribute  
337 to the determination of whether faculty members who are seeking promotion are  
338 progressing toward promotion. The results of annual reviews will be utilized as a part of  
339 structured reviews and the assessment of the structured third-year review can take the  
340 place of that year's annual review. Structured Reviews are also used to identify  
341 opportunities that will enable faculty members to reach their full potential in terms of

342 contribution to the university. Structured Reviews are only required for faculty in  
343 promotable NTT ranks.

344  
345 NTT faculty whose initial appointment is at an entry level will have a review no later than  
346 three years after the initial appointment (Structured Third-Year Review), and a review no  
347 later than five years after the initial appointment (Structured Five-Year Review).  
348 Thereafter, structured reviews will take place every five years, unless a faculty member is  
349 promoted sooner, in which case structured reviews will occur every five years after the  
350 most recent promotion.

351  
352 NTT faculty whose initial appointment is above the entry level shall have a review no later  
353 than three years after the initial appointment (Structured Third-Year Review). After this  
354 review, subsequent structured reviews will take place every five years (Structured Five-  
355 Year Review). If a NTT faculty member is promoted, subsequent structured reviews will  
356 occur every five years after the most recent promotion.

357  
358 Normally, for lecturers appointed at the entry level, the first Structured Five-Year Review  
359 is also the review for promotion to senior lecturer. Reappointment of a lecturer who has  
360 completed six consecutive years of service to the university will be permitted only if the  
361 lecturer has demonstrated exceptional teaching ability and extraordinary value to the  
362 university and if the university determines that there is a continued need for the lecturer.  
363 The reappointment process must follow procedures outlined by the college.

364  
365 Each college should include in its NTT promotion manual, policies and procedures for the  
366 Structured Review of NTT faculty. The structure of evaluation committees for these  
367 reviews should follow the model of the NTT department promotion committees set up by  
368 the college as specified in Section V of this manual.

369  
370 The year in which a NTT faculty member comes up for promotion does not have to  
371 coincide with the year in which the NTT faculty member is subject to a Structured Review.  
372 Structured Reviews are conducted in the timeline specified above.

373

## 374 **VI. Promotion Process**

375

376 Promotion decisions of NTT faculty at Georgia State are to be based on department,  
377 college and university procedures and Board of Regents policies, as applicable. NTT  
378 faculty are eligible for promotion according to policies outlined in the college and  
379 department NTT promotion manuals, and after consultations with the candidate's

380 chairperson and dean. Each college engaged in NTT faculty promotion decisions must  
381 have written guidelines on promotion as well as the procedures to be followed in the  
382 promotion process. A department may choose to adopt and follow its college procedures  
383 for this purpose. Department NTT promotion guidelines must be reviewed and approved  
384 regularly by a college committee, as designated by the college's NTT promotion manual.  
385 This committee is also responsible for reviewing the college NTT promotion manual.  
386 Substantive changes to the college manuals must be reviewed and approved by the  
387 provost.

388  
389 Candidates for promotion will prepare a dossier that is appropriate for the candidate's  
390 track and that contains a record of their annual reviews as well as their professional  
391 career achievements (teaching, service, research) as defined by the college manual.  
392 Candidates shall provide a statement that summarizes their accomplishments. The  
393 department chair or appropriate administrator should provide a statement of the  
394 workload distribution and the duties and responsibilities pertaining to the candidate to be  
395 included in the dossier.

396  
397 External letters of review are not required for promotion of NTT faculty. However, each  
398 college has the option to require external letters for NTT promotions or for promotions in  
399 a certain position/track or to require external letters only for promotion to the highest  
400 rank within a position. External letters may include letters from individuals within the  
401 college, university or outside the university who are not involved in the review process, as  
402 specified by the college manual. If external letters of review are required by a college for  
403 some or all of the NTT promotion positions, this requirement must be explicitly stated in  
404 the college promotion manual for NTT faculty, including the number of external letters  
405 required and the procedure for obtaining the letters. Unsolicited letters are not acceptable  
406 as external letters. Each external letter writer must state the nature of the reviewer's  
407 relationship with the candidate.

408  
409 **A. Department Review**

410  
411 The department committee charged with the review for promotion of NTT  
412 faculty shall have representation from NTT faculty and may include tenure-  
413 track faculty. As far as possible, NTT faculty members on the committee shall be  
414 from an NTT position that is similar to that of the candidate(s) in terms of  
415 emphasis on teaching, research and service. The appropriate rank of NTT  
416 faculty who can serve on the department-level promotion committee would  
417 include NTT faculty at ranks above the rank of the faculty being considered for

418 promotion. If there are no NTT faculty of appropriate rank to serve as members  
419 of the department-level promotion committee, appropriate NTT faculty from  
420 related departments within the college shall be considered. The formation and  
421 structure of the department committees shall be specified in the college NTT  
422 promotion manual.

423  
424 The department committee will prepare a recommendation to the department  
425 chair after reviewing the candidate's dossier and other related materials. This  
426 recommendation along with the candidate's dossier and other related materials,  
427 will be forwarded to the department chair by the date specified in the college  
428 NTT promotion calendar.

429  
430 **B. Department Chair Review**

431  
432 The department chair will review and evaluate the candidate's dossier and  
433 other related materials and the recommendation of the department committee.  
434 The department chair will forward a recommendation, along with the  
435 department committee's recommendation and the candidate's dossier and  
436 other related material to the college-level committee by the date specified in the  
437 college NTT promotion calendar.

438  
439 **C. College Committee Review**

440  
441 Each college will form a college-level committee to advise the dean on NTT  
442 promotions. It is recommended that NTT faculty members of appropriate rank  
443 be included in the college-level committee.

444  
445 The college-level committee will review and evaluate the candidate's dossier  
446 and other related materials and the recommendations of the department  
447 committee and chair. The college-level committee forwards its  
448 recommendation, along with recommendations of the department committee  
449 and department chair, to the dean of the college by the date specified in the  
450 college NTT promotion calendar.

451  
452 **D. Dean's Review**

453  
454 The dean will review the candidate's dossier and other related materials, and

455 the recommendations of the department committee, the department chair and  
456 the college committee. The dean will forward their recommendations to the  
457 provost and notify the candidate by the date specified in the college promotion  
458 calendar. In all instances, the candidate's dossier and other related materials,  
459 the recommendations of the department committee, the department chair and  
460 the college committee, and the external letters (if any) will go forward for the  
461 next stage of review.

462  
463 Candidates who are not recommended by the dean must receive a written  
464 decision and rationale no later than the date specified in the college NTT  
465 promotion calendar. Candidates who are not recommended by the dean may  
466 appeal the dean's decision to the provost. Upon receipt of the written decision  
467 by the dean, the candidate shall have 10 business days to appeal the negative  
468 recommendation to the provost (see Section VIB). If a candidate does not appeal  
469 a negative decision by the dean, the case will not be considered at subsequent  
470 levels of review.

471

#### 472 ***E. Provost's Review***

473

474 The provost will review the materials forwarded by the dean and other related  
475 materials directly relevant to the NTT faculty member's candidacy for  
476 promotion, also applying the guidelines, norms and expectations for the  
477 university, college and department.

478

479 The provost will make a recommendation in each case, forward the  
480 recommendations to the president, notifying the candidate with a copy to the  
481 appropriate dean.

482

483 Before forwarding a negative recommendation to the president, the provost will  
484 consult with the dean. In response to the query from the provost, the dean may  
485 gather additional information from the candidate, the department chair, the  
486 department or college committees, and any other materials directly relevant to  
487 the NTT faculty member's candidacy. The dean will notify the candidate and  
488 department chair of the dean's reply to the provost. Upon receipt of the written  
489 decision by the provost, the candidate shall have 10 business days to appeal the  
490 negative recommendation to the president (see Section VI. F.)

491

#### 492 ***F. President's Review***



493  
494 The president will review the candidate's dossier and related materials and  
495 recommendations, and any other material directly relevant to the NTT faculty  
496 member's candidacy, also applying the guidelines, norms and expectations for  
497 the university, college and department, and make a promotion decision. The  
498 decision will be communicated to the candidate with a copy to the dean.  
499

## 500 **VII. Written Notification and Appeals**

501

### 502 **A. *Written Notification to Candidate***

503

504 At each stage of review, a candidate must receive a written notice of the  
505 outcome of the deliberations and a copy of any evaluation(s) that are made of  
506 the candidate's credentials, including minority views. Reports from committees  
507 will include all committee member names. In the case of a split decision, the  
508 report, will include all committee member names and shall include both  
509 majority and minority views. A candidate has the right to respond in writing to  
510 evaluations made by the departmental committee, department chair and/or  
511 college committee, and copies of the candidate's response(s) will be included in  
512 the material reviewed at all subsequent levels. The response is an opportunity  
513 for the faculty member to provide clarifications and corrections to the reports.  
514

### 515 **B. *Appeals to the Provost***

516

517 A candidate may appeal a negative recommendation by the dean by writing to  
518 the provost within 10 business days of receiving the dean's recommendation. In  
519 reviewing the appeal, the provost may gather additional information pertaining  
520 to the appeal from the candidate, the dean, the department chair, the  
521 departmental and/or college committee and other appropriate individuals  
522 inside or outside the university. The provost shall provide the candidate and the  
523 dean with a written decision, including a statement of the bases upon which the  
524 appeal is supported or rejected.  
525

### 526 **C. *Appeals to the President***

527

528 A candidate may appeal a negative recommendation by the provost or a  
529 decision by the provost rejecting the candidate's appeal by writing to the

530 president within 10 business days of receiving the provost's recommendation.  
531 The appeal to the president shall conform to the principles and processes stated  
532 above for appeals to the provost. The president shall provide the provost, the  
533 appropriate dean and the candidate a written decision, including a statement of  
534 the bases upon which the candidate's appeal is supported or rejected.

535  
536

## 537 **VIII. Calendar**

538

539 The exact dates for the notification of the outcomes of the university review will be  
540 determined by the Office of the Provost and communicated to the faculty in advance of  
541 each year's promotion cycle. The timeline for candidates to submit their dossiers, as well  
542 as the timeline for reviews by the department committee, department chair and college  
543 committee will be communicated by the dean's office to department chairs. Department  
544 chairs will communicate this information to the faculty in their department.

545

## 546 **IX. Emeriti Status**

547

548 The dean may recommend for approval by the provost emeriti status for a retired non-  
549 tenure track faculty member who, at the time of retirement, has had 10 years or more of  
550 honorable and distinguished full-time service in the University System of Georgia. In  
551 making the recommendations for the emeriti status, departments should be specific with  
552 respect to the emeriti status title (for example clinical professor emeritus/emmerita, senior  
553 lecturer emeritus/emmerita, etc.). Candidates for the emeriti status may be nominated by  
554 faculty in their department or may self-nominate to be considered for emeriti status.  
555 Nominations for emeriti status must be voted on by departmental faculty and their  
556 recommendation must be supported by the department chair, dean, provost and the  
557 president.

558 **X. Appendices**

559 **A. Appendix A: Description of NTT Promotable Faculty Positions**

560  
561 The following is a description of each of the promotable NTT faculty positions  
562 listed in Section II, along with minimum qualifications necessary. Within each  
563 position, the duties and responsibilities are listed in the order of importance for  
564 that position. The duties and responsibilities for each position are divided into  
565 three areas: (1) Teaching; (2) Research, Scholarly and Creative Activities  
566 (hereinafter referred to as “Research”); and (3) Service (including any related  
567 student success activities interwoven in each).  
568

569 **1. Clinical Faculty**

570 Clinical faculty hired at the rank of Instructor must hold at least a master’s-  
571 level degree in the discipline or related field. Clinical faculty hired at the rank  
572 of Assistant Professor or higher must hold a terminal degree in the discipline  
573 or related field. Exceptions to this are extremely rare and must be approved  
574 in the original hiring request. Duties and responsibilities of clinical faculty  
575 are:

576  
577 Teaching:

578 The primary responsibility of Clinical Faculty is teaching, related to one or  
579 more of the following:

- 580 • teaching courses related to professional practice;
- 581 • providing practical instruction and application of practical  
582 knowledge;
- 583 • supervising and teaching in a clinical or practice setting;
- 584 • teaching and/or supervising applied clinical courses;
- 585 • providing academic instruction in skills relevant to the practice of  
586 a specific discipline;
- 587 • training and supervising students to help them acquire clinical  
588 skills for the profession;
- 589 • coordinating and supervising clinical practica, student field  
590 experiences and internship;
- 591 • teaching and advising students in professional academic  
592 programs;
- 593 • providing services or out-of-class educational opportunities for

594 students.

595

596 Research:

597 As part of their workload, Clinical Faculty may be expected to engage in  
598 research activities. If the workload requires research, it is expected that  
599 Clinical Faculty will engage in research involving their professional expertise,  
600 which would include pedagogical research, scholarship of teaching and  
601 learning, research related to practice and/or disciplinary scholarly research.

602

603 Service:

604 As part of their workload, Clinical Faculty may be expected to engage in  
605 service activities. These activities may include advising and serving the  
606 academic needs of the students, serving on committees or participating in  
607 other forms of academic service. Service may be at the department, college  
608 and/or university level. Service also may involve activities related to the  
609 professional and practice community.

610

## 611 **2. Lecturer**

612 Faculty hired at the rank of Lecturer must hold at least a master's-level  
613 degree in the discipline or related field. Exceptions to this are extremely rare  
614 and must be approved in the original hiring request. Duties and  
615 responsibilities of Lecturers are:

616

617 Teaching:

618 The primary responsibility of Lecturers is teaching.

619

620 Service:

621 As part of their workload, Lecturers may be expected to engage in service  
622 activities. These activities may include advising and serving the academic  
623 needs of students, serving on committees or participating in other forms of  
624 academic service. Service may be at the department, college and/or  
625 university level. Service also may involve activities related to the professional  
626 and practice community.

627

628 Research:

629 Lecturers are not required to engage in research activities. Nonetheless,  
630 Lecturers are expected to be familiar with current trends and methods in  
631 their discipline.

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### **3. Academic Professional**

The Academic Professional position requires an appropriate terminal degree at the time of appointment, or in rare and extraordinary circumstances, qualification on the basis of demonstrably successful related experience, which exception is expressly approved by the institution president (Board of Regents Policy Manual Section 8.3.8.3).

Based on Board of Regents requirements, a title from the academic professional track “may not be assigned to a position where the teaching and research responsibilities total 50% or more of the total assignment” (Board of Regents Policy Manual, Section 8.3.8.3). The designation Academic Professional would apply to a variety of academic assignments that call for academic background similar to that of a faculty member with professorial rank, but which are distinctly different from professorial positions (Board of Regents Policy Manual Section 8.3.8.3).

#### Service:

The primary responsibility of an Academic Professional is service which includes activities such as:

- managing instructional laboratories;
- assuming academic program management roles not suited for expectations applied to tenure-track faculty members, operating instructional technology support programs;
- being responsible for general academic advising;
- assuming professional student counseling center responsibilities, providing specialized skill acquisition training as support for academic programs; and,
- working with tenure-track faculty members in course and curriculum development and in the laboratory.

#### Teaching:

As part of their workload, Academic Professionals may be expected to engage in teaching activities.

#### Research:

670 As part of their workload, Academic Professionals may be expected to engage  
671 in research activities.

672

#### 673 **4. Research Faculty**

674 Research Faculty hold a terminal degree in their discipline, have  
675 demonstrated evidence of independent research careers (non-independent  
676 investigators should be appointed at the post-doctoral level). Duties and  
677 responsibilities of research faculty are:

678

##### 679 Research:

680 The primary responsibility of Research Faculty is to conduct research. The  
681 purpose of Research Faculty appointments, based on available external  
682 funding, is to increase the research, scholarly and creative efforts of the  
683 university. Research Faculty will work either in close collaboration with  
684 other faculty and/or will carry out independent research that builds upon an  
685 explicit area of focus for the university. Faculty salaries are primarily from  
686 research grants or other sources of external funds (non-general state funds).  
687 Appointments of members of the Research Faculty are renewable on an  
688 annual basis upon satisfactory review and available external funding.

689

##### 690 Teaching:

691 As part of their workload, Research Faculty may be expected to engage in  
692 teaching.

693

##### 694 Service:

695 As part of their workload, Research Faculty may be expected to engage in  
696 service activities.

697

#### 698 **5. Librarian**

699

700 Library faculty hired at the rank of Instructor must hold at least a master's-  
701 level degree in the discipline or related field. Library faculty hired at the rank  
702 of Assistant Professor or higher must hold a terminal degree in the discipline  
703 or related field. Exceptions to this are extremely rare and must be approved  
704 in the original hiring request.

705

##### 706 College of Law Library:

707

708 The positions of Law Librarian Instructor, Law Librarian Assistant Professor,  
709 Law Librarian Associate Professor and Law Librarian Professor are  
710 appointed in the College of Law library.

711  
712 Teaching:  
713 The primary responsibility of College of Law Library NTT faculty is teaching,  
714 defined broadly to encompass professional librarianship as well as teaching  
715 as traditionally defined, where applicable. Professional librarianship includes  
716 professional library service for students, faculty and staff in support of the  
717 College of Law's educational and research mission, as well as library service  
718 for members of the public, including members of the Georgia Bar and the  
719 Court of Appeals and the Supreme Court of Georgia. Professional  
720 librarianship includes a variety of activities listed in the American  
721 Association of Law Libraries Competencies of Law Librarianship. These  
722 competencies may include core competencies, applicable to all librarians,  
723 and specialized competencies related to individual librarian job duties.

724  
725 Service:  
726 Librarians at the College of Law Library are expected to perform internal and  
727 external service.

728  
729 Internal service may include, but is not limited to:

- 730
- 731 • serving on Law Library, College of Law, or university committees;
  - 732 • participating in the life of the law school;
  - 733 • serving as an adviser or mentor; and
  - 734 • presentations for, or tours of, College of Law or university  
735 affiliates.
- 736

737 External service may include, but is not limited to:

- 738
- 739 • guest lecturing;
  - 740 • serving on committees, task forces or boards of library  
741 associations or related groups;
  - 742 • mentoring other librarians, informally or formally; and
  - 743 • supervising interns.
- 744

745 **Research:**  
746 Law librarians are not required to engage in research or scholarship  
747 activities, although such efforts are welcome and encouraged. Law librarians  
748 are expected to be familiar with current trends and methods in the discipline.  
749 Research or scholarship may include, but is not limited to:

- 750 • publication of articles, book reviews, bibliographies, etc., in print
- 751 or electronic format;
- 752 • creating Computer-Assisted Legal Instruction lessons;
- 753 • serving on an editorial board;
- 754 • serving on an advisory committee/board; and
- 755 • seeking additional training or education, including continuing
- 756 education courses or training as well as seeking an additional,
- 757 relevant degree.

758  
759 **University Library:**

760  
761 Non-tenure-track faculty at the University Library may hold the following  
762 ranks: Librarian Instructor, Librarian Assistant Professor, Librarian  
763 Associate Professor and Librarian Professor.

764  
765 **Teaching:**

766 The primary responsibility of University Library NTT faculty is teaching,  
767 defined broadly to encompass professional librarianship. Professional  
768 librarianship is defined as professional library service in support of the  
769 educational, research, archival and public service functions of the university.  
770 Professional librarianship includes, but is not limited to, the following  
771 activities:

- 772  
773 • ensuring high quality service, consultation and comprehensive
- 774 reference services to students, faculty and other clients;
- 775 • providing enhanced access to information and contributing to
- 776 global, networked information resources;
- 777 • acquiring, managing, and preserving information resources in a
- 778 broad range of formats;
- 779 • creating an environment conducive to learning and research;
- 780 • teaching information retrieval and evaluation using current and
- 781 emerging technologies;





795 **B. Appendix B: Description of NTT Non-Promotable Faculty**  
796 **Positions**

797

798 **1. Instructor at Georgia State (Atlanta campus)**

799 Full-time Instructors are generally hired for a limited term (two years  
800 maximum) to meet immediate and temporary classroom staffing needs.  
801 Faculty hired at the rank of Instructor must hold at least a master's-level  
802 degree in the discipline or related field. Exceptions to this are extremely rare  
803 and must be approved in the original hiring request. In the rare instances the  
804 instructor appointment is not designated as limited term, the maximum time  
805 that may be served in combination of full-time instructional appointments  
806 (instructor or professorial ranks) without the award of tenure shall be 10  
807 years.

808

809 **2. Professor of Practice**

810 The primary function of this faculty role is to provide students with a deeper  
811 understanding of the practical application in a particular field of study. A  
812 Professor of Practice will also promote the integration of academic  
813 scholarship with the practical experience of professionals in a given field and  
814 may also serve as a liaison between industry or government and Georgia  
815 State, identifying teaching and research opportunities that support the public  
816 interest, societal needs and Georgia State programs and initiatives. Faculty  
817 holding this title must have a rich base of experience (normally, at least 10  
818 years) in fields and disciplines represented at Georgia State or in emergent  
819 areas of teaching and research, as identified by the president or provost. This  
820 title does not carry academic rank and will not be eligible for tenure.

821

822 The duties of Professors of Practice are specific to each appointment and can  
823 include teaching, research and/or service (including any related student  
824 success activities interwoven in each). A college dean wishing to hire at this  
825 title must seek approval from the provost prior to advertising the position or  
826 sending a hiring request to Faculty Affairs.

827

828 **3. Expert-in-Residence**

829 The primary function of this faculty role is to act as a subject matter expert,  
830 demonstrable as observed through career or life experience, education or  
831 accomplishments, for the purposes of student/community engagement or for  
832 classroom exposure to ideas or experiences not available through traditional

833 academic instruction. Faculty in this title will bring a unique and innovative  
834 approach to classroom and/or community engagement. This title does not  
835 carry academic rank and will not be eligible for tenure.

836  
837 The job duties of Experts-in-Residence are specific to each appointment and  
838 can include teaching, research and/or service (including any related student  
839 success activities interwoven in each). A college dean wishing to hire at this  
840 title must seek approval from the provost prior to advertising the position or  
841 sending a hiring request to Faculty Affairs.

842 **C. Appendix C**  
843

- 844 1. Georgia State employs NTT faculty who were hired prior to the creation of  
845 the NTT Promotion Manual and who hold titles not listed in Section II of this  
846 manual. Faculty holding such titles can opt to retain those titles even after  
847 this promotion manual goes into effect. However, if such faculty wish to be  
848 promoted, they can be promoted only to one of the titles listed in Section IIA  
849 of this manual. These faculty, in conjunction with the department chair, must  
850 determine which NTT faculty title listed in Section IIA is consistent with their  
851 duties and responsibilities. The decision must be in writing and approved by  
852 the dean. If they wish to be promoted, they must meet the criteria to be  
853 promoted to one of the ranks within that agreed-upon title. It is  
854 recommended a timeline of when the reclassification decisions are sought  
855 and obtained be included in the college NTT promotion manual.  
856
- 857 2. The university also employs NTT faculty who were hired prior to the creation  
858 of the NTT Promotion Manual and who hold titles listed in Section II of this  
859 manual, but whose duties and responsibilities are not consistent with those  
860 listed in Appendices A and B of this manual. Faculty holding such titles can  
861 opt to retain those titles. Alternatively, these faculty, in conjunction with the  
862 department chair, must determine whether a different title (listed in Section  
863 II of this manual) is more suitable and relevant to their duties and  
864 responsibilities. The resulting decision must be in writing and approved by  
865 the dean. Faculty members who change titles and wish to be promoted must  
866 meet the requirements of their new title as outlined in their college  
867 promotion manual. Faculty who have opted to retain their original title may  
868 also request to be promoted. They must submit documentation and/or a  
869 rationale for retaining their original title despite the differences in their  
870 duties and responsibilities. These faculty, in conjunction with the department  
871 chair, must determine the expectations they are to meet to be promoted to  
872 the next level. The resulting decision must be in writing and approved by the  
873 dean. It is recommended a timeline of when the reclassification decisions are  
874 sought and obtained be included in the college NTT promotion manual.  
875