Georgia State University

Promotion Manual
for
Non-Tenure Track Faculty

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# Table of Contents

I. Introduction.......................................................................................................................... 1

II. List of NTT Faculty Positions and Ranks ................................................................................ 2
   A. Promotable Ranks.................................................................................................................. 2
   B. Non-Promotable Ranks.......................................................................................................... 3

III. Promotion Goals, Standards and Criteria.............................................................................. 3
   A. Assessment of Teaching......................................................................................................... 4
   B. Assessment of Research......................................................................................................... 5
   C. Assessment of Service........................................................................................................... 5
   D. Student Success..................................................................................................................... 6

IV. Annual Reviews..................................................................................................................... 6
   A. Procedure.............................................................................................................................. 7
   B. Performance Remediation Plan.......................................................................................... 8
      Elements of the Performance Remediation Plan (PRP)......................................................... 9

V. Structured Reviews for Faculty in Promotable NTT Positions.............................................. 9

VI. Promotion Process............................................................................................................... 10
   A. Department Review............................................................................................................... 11
   B. Department Chair Review..................................................................................................... 12
   C. College Committee Review.................................................................................................. 12
   D. Dean’s Review...................................................................................................................... 12
   E. Provost’s Review................................................................................................................... 13
   F. President’s Review................................................................................................................ 13

VII. Written Notification and Appeals........................................................................................ 14
    A. Written Notification to Candidate...................................................................................... 14
    B. Appeals to the Provost ....................................................................................................... 14
    C. Appeals to the President..................................................................................................... 14

VIII. Calendar............................................................................................................................. 15

IX. Emeriti Status...................................................................................................................... 15

X. Appendices........................................................................................................................... 16
A. Appendix A: Description of NTT Promotable Faculty Positions................................. 16

1. Clinical Faculty............................................................................................................ 16
2. Lecturer....................................................................................................................... 17
3. Academic Professional............................................................................................... 18
4. Research Faculty........................................................................................................ 19
5. Librarian..................................................................................................................... 19

B. Appendix B: Description of NTT Non-Promotable Faculty Positions.......................... 23

1. Instructor at Georgia State (Atlanta campus)......................................................... 23
2. Professor of Practice............................................................................................... 23
3. Expert-in-Residence.............................................................................................. 23

C. Appendix C............................................................................................................... 25
I. Introduction

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

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

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

The promotion policies and procedures established by Georgia State for NTT faculty conform to the requirements of the Board of Regents. These policies and procedures conform to Section 8.3 of the Board of Regents Policy Manual (www.usg.edu/policymanual/section8/policy/C245).

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

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

II. List of NTT Faculty Positions and Ranks

A. Promotable Ranks

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

1. Clinical Faculty (Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor)
2. Lecturer (Lecturer, Senior Lecturer, Principal Senior Lecturer)
3. Academic Professional (Academic Professional Associate, Academic Professional, Senior Academic Professional, Principal Academic Professional)
4. Research Faculty (Research Assistant Professor, Research Associate Professor, Research Professor)
5. Librarian
   a. College of Law Library (Law Librarian Instructor, Law Librarian Assistant Professor, Law Librarian Associate Professor, and Law Librarian Professor)
b. University Library (Librarian Instructor, Librarian Assistant Professor, Librarian Associate Professor, Librarian Professor)

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

B. Non-Promotable Ranks

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

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

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

III. Promotion Goals, Standards and Criteria

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

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

The promotable NTT faculty positions listed in Section II A of this manual have varying
emphases on teaching, research and service as they pertain to expectations and workload. The level of accomplishments required in each area of responsibility (teaching, research, service and embedded student success activities) should reflect the emphasis of each position and the workload distribution of the candidate in each of these three areas. The successful candidate will have demonstrated they have fulfilled expectations appropriate to the rank under consideration, the standards of the candidate's discipline, and the mission and resources of the Department. Annual reviews must also be included and reviewed in the promotion dossier.

A. Assessment of Teaching

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

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

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

If a candidate’s workload includes teaching (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 teaching.
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
related student success activities as defined by the college, constitute
appropriate activity in this area of assessment, if part of the candidate’s
assigned workload.

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

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

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

D. Student Success

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

IV. Annual Reviews

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

The annual evaluation will encompass teaching; research/scholarly activities/creative
Promotion Manual for Non-Tenure Track Faculty
Georgia State University
Effective March 24, 2022

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

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

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

A. Procedure

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

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

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

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

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

The department chair or appropriate supervisor will acknowledge in writing the receipt of the response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member’s written response. The specific time period for this response is 10 business days from the faculty member’s rebuttal/response. This acknowledgement will also
become a part of the official personnel records. Annual reviews are not subject
to discretionary review. (BOR Policy 6.26)

All annual faculty evaluations must utilize the following Likert scale:

1 – Does Not Meet Expectations
2 – Needs Improvement
3 – Meets Expectations
4 – Exceeds Expectations
5 – Exemplary

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

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

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

B. Performance Remediation Plan

The Performance Remediation Plan (PRP) is used to document faculty
deficiencies based on the outcomes from the annual review or structured third-
year review. The purpose of the PRP is designed to enable the faculty member
to correct unsatisfactory performance in some aspect of their role or
responsibilities. If the performance in any of the categories is judged to be not
successful/not satisfactory the faculty member must be provided with a
Performance Remediation Plan (PRP). The department chair will develop the
PRP in consultation with the faculty member and any committee that
participated in the pre-tenure review. The PRP must include input from the
faculty member, the chair, and the committee. The PRP must also be approved
by the Dean and submitted to the Office of Faculty Affairs. The faculty member
will have one year to accomplish the goals/outcomes of the PRP. This will become part of the official personnel records. Two meetings during the fall and two meetings during the spring must be held to review progress, document additional needs/resources, planned accomplishments for the upcoming quarter. After each meeting, the department chair will summarize the meeting and indicate if the faculty member is on track to complete the PRP. Consequences for failure to meet the expectations of the PRP must be stated at the conclusion of each meeting. Each college/school should standardize their processes, procedures and forms across all academic units and incorporate professional development for appropriate personnel.

Elements of the Performance Remediation Plan (PRP)

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

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

V. Structured Reviews for Faculty in Promotable NTT Positions

Structured Reviews for faculty in promotable NTT positions are intended to provide a longer-term perspective than is usually provided by an annual review, and they contribute to the determination of whether faculty members who are seeking promotion are progressing toward promotion. The results of annual reviews will be utilized as a part of structured reviews and the assessment of the structured third-year review can take the place of that year’s annual review. Structured Reviews are also used to identify opportunities that will enable faculty members to reach their full potential in terms of
Promotion Manual for Non-Tenure Track Faculty  
Georgia State University  
Effective March 24, 2022

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

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

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

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

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

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

VI. Promotion Process

Promotion decisions of NTT faculty at Georgia State are to be based on department, college and university procedures and Board of Regents policies, as applicable. NTT faculty are eligible for promotion according to policies outlined in the college and department NTT promotion manuals, and after consultations with the candidate’s
chairperson and dean. Each college engaged in NTT faculty promotion decisions must have written guidelines on promotion as well as the procedures to be followed in the promotion process. A department may choose to adopt and follow its college procedures for this purpose. Department NTT promotion guidelines must be reviewed and approved regularly by a college committee, as designated by the college’s NTT promotion manual. This committee is also responsible for reviewing the college NTT promotion manual. Substantive changes to the college manuals must be reviewed and approved by the provost.

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

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

A. Department Review

The department committee charged with the review for promotion of NTT faculty shall have representation from NTT faculty and may include tenure-track faculty. As far as possible, NTT faculty members on the committee shall be from an NTT position that is similar to that of the candidate(s) in terms of emphasis on teaching, research and service. The appropriate rank of NTT faculty who can serve on the department-level promotion committee would include NTT faculty at ranks above the rank of the faculty being considered for
promotion. If there are no NTT faculty of appropriate rank to serve as members of the department-level promotion committee, appropriate NTT faculty from related departments within the college shall be considered. The formation and structure of the department committees shall be specified in the college NTT promotion manual.

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

B. Department Chair Review

The department chair will review and evaluate the candidate’s dossier and other related materials and the recommendation of the department committee. The department chair will forward a recommendation, along with the department committee’s recommendation and the candidate’s dossier and other related material to the college-level committee by the date specified in the college NTT promotion calendar.

C. College Committee Review

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

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

D. Dean’s Review

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

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

**E. Provost’s Review**

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

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

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

**F. President’s Review**
The president will review the candidate’s dossier and related materials and recommendations, and any other material directly relevant to the NTT faculty member’s candidacy, also applying the guidelines, norms and expectations for the university, college and department, and make a promotion decision. The decision will be communicated to the candidate with a copy to the dean.

VII. Written Notification and Appeals

A. Written Notification to Candidate

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

B. Appeals to the Provost

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

C. Appeals to the President

A candidate may appeal a negative recommendation by the provost or a decision by the provost rejecting the candidate’s appeal by writing to the
president within 10 business days of receiving the provost’s recommendation. The appeal to the president shall conform to the principles and processes stated above for appeals to the provost. The president shall provide the provost, the appropriate dean and the candidate a written decision, including a statement of the bases upon which the candidate’s appeal is supported or rejected.

VIII. Calendar

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

IX. Emeriti Status

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

A. Appendix A: Description of NTT Promotable Faculty Positions

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

1. Clinical Faculty

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

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

- teaching courses related to professional practice;
- providing practical instruction and application of practical knowledge;
- supervising and teaching in a clinical or practice setting;
- teaching and/or supervising applied clinical courses;
- providing academic instruction in skills relevant to the practice of a specific discipline;
- training and supervising students to help them acquire clinical skills for the profession;
- coordinating and supervising clinical practica, student field experiences and internship;
- teaching and advising students in professional academic programs;
- providing services or out-of-class educational opportunities for
students.

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

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

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

Teaching:
The primary responsibility of Lecturers is teaching.

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

Research:
Lecturers are not required to engage in research activities. Nonetheless, Lecturers are expected to be familiar with current trends and methods in their discipline.
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:**
As part of their workload, Academic Professionals may be expected to engage in research activities.

### 4. Research Faculty

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

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

**Teaching:**
As part of their workload, Research Faculty may be expected to engage in teaching.

**Service:**
As part of their workload, Research Faculty may be expected to engage in service activities.

### 5. Librarian

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

**College of Law Library:**
The positions of Law Librarian Instructor, Law Librarian Assistant Professor, Law Librarian Associate Professor and Law Librarian Professor are appointed in the College of Law library.

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

**Service:**
Librarians at the College of Law Library are expected to perform internal and external service.

Internal service may include, but is not limited to:

- serving on Law Library, College of Law, or university committees;
- participating in the life of the law school;
- serving as an adviser or mentor; and
- presentations for, or tours of, College of Law or university affiliates.

External service may include, but is not limited to:

- guest lecturing;
- serving on committees, task forces or boards of library associations or related groups;
- mentoring other librarians, informally or formally; and
- supervising interns.
Research:

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

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

University Library:

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

Teaching:

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

- ensuring high quality service, consultation and comprehensive reference services to students, faculty and other clients;
- providing enhanced access to information and contributing to global, networked information resources;
- acquiring, managing, and preserving information resources in a broad range of formats;
- creating an environment conducive to learning and research;
- teaching information retrieval and evaluation using current and emerging technologies;
• conducting continuing education courses.

Research:
University Library faculty members are expected to participate in scholarly and research activities that enhance their professional development and contribute to their disciplines, including conducting applied research.

Service:
University Library faculty members are expected to serve, as appropriate, on departmental, college and university committees. In addition, they may make discipline-related contributions to professional organizations and/or to the community.
B. Appendix B: Description of NTT Non-Promotable Faculty Positions

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

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

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

3. Expert-in-Residence
   The primary function of this faculty role is to act as a subject matter expert, demonstrable as observed through career or life experience, education or accomplishments, for the purposes of student/community engagement or for classroom exposure to ideas or experiences not available through traditional
academic instruction. Faculty in this title will bring a unique and innovative approach to classroom and/or community engagement. This title does not carry academic rank and will not be eligible for tenure.

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

1. Georgia State employs NTT faculty who were hired prior to the creation of the NTT Promotion Manual and who hold titles not listed in Section II of this manual. Faculty holding such titles can opt to retain those titles even after this promotion manual goes into effect. However, if such faculty wish to be promoted, they can be promoted only to one of the titles listed in Section IIA of this manual. These faculty, in conjunction with the department chair, must determine which NTT faculty title listed in Section IIA is consistent with their duties and responsibilities. The decision must be in writing and approved by the dean. If they wish to be promoted, they must meet the criteria to be promoted to one of the ranks within that agreed-upon title. It is recommended a timeline of when the reclassification decisions are sought and obtained be included in the college NTT promotion manual.

2. The university also employs NTT faculty who were hired prior to the creation of the NTT Promotion Manual and who hold titles listed in Section II of this manual, but whose duties and responsibilities are not consistent with those listed in Appendices A and B of this manual. Faculty holding such titles can opt to retain those titles. Alternatively, these faculty, in conjunction with the department chair, must determine whether a different title (listed in Section II of this manual) is more suitable and relevant to their duties and responsibilities. The resulting decision must be in writing and approved by the dean. Faculty members who change titles and wish to be promoted must meet the requirements of their new title as outlined in their college promotion manual. Faculty who have opted to retain their original title may also request to be promoted. They must submit documentation and/or a rationale for retaining their original title despite the differences in their duties and responsibilities. These faculty, in conjunction with the department chair, must determine the expectations they are to meet to be promoted to the next level. The resulting decision must be in writing and approved by the dean. It is recommended a timeline of when the reclassification decisions are sought and obtained be included in the college NTT promotion manual.