<u>Georgia State University</u>

Promotion Manual
for
Non-Tenure Track Faculty

Approved by the University Senate
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Immediately

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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

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).
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 emphases 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

A.   Assessment of Teaching

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.

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.

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.

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.

153
154   ### *B.   Assessment of Research*
155
156   Each college NTT promotion manual and departmental guidelines for
157   promotion will provide a clear description of the types of indicators used to
158   assess research, scholarship and creative activities (including any related
159   student success activities). The quality and quantity of research required of NTT
160   faculty may be different from that required of tenure-track faculty. The
161   expectations for research for each NTT faculty position should be specified in
162   the college NTT promotion manual. Candidates shall identify which of their
163   publications are peer-reviewed and shall provide evidence of the quality and
164   standing in the profession of the publications. In addition, candidates with
165   multi-authored works should describe their contribution to the works.
166   Acknowledging that methods of disseminating research are changing, when
167   using alternative methods of sharing scholarly output, candidates are
168   encouraged to provide evidence of the quality and standing of those alternative
169   methods.
170
171   If a candidate's primary responsibility is research, for promotion to an
172   intermediate rank the candidate must demonstrate a record of excellent
173   research.
174
175   If a candidate's primary responsibility is research, for promotion to the highest
176   rank the candidate must demonstrate sustained excellent research with
177   continued growth in the period since the last promotion or since hire at the
178   intermediate rank.
179
180   If a candidate's workload includes research (but is not the candidate's primary
181   responsibility), for promotion to an intermediate rank or to the highest rank the
182   candidate must demonstrate high-quality research.
183
184   ### *C.   Assessment of Service*
185
186   Each college NTT promotion manual and departmental guidelines, will provide
187   a clear description of the types of service indicators to be used in departmental
188   and college reviews. These guidelines should include service allocation
189   expectations. Department, college and university service, and faculty
190   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

330

331

V.   Structured Reviews for Faculty in Promotable NTT Positions

332

333

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

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.

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.

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.

409   ### *A.   Department Review*

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

VII. Written Notification and Appeals

500
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/emerita, senior
553   lecturer emeritus/emerita, 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.

632
633 **3.   Academic Professional**
634 The Academic Professional position requires an appropriate terminal degree
635 at the time of appointment, or in rare and extraordinary circumstances,
636 qualification on the basis of demonstrably successful related experience,
637 which exception is expressly approved by the institution president (Board of
638 Regents Policy Manual Section 8.3.8.3).
639
640 Based on Board of Regents requirements, a title from the academic
641 professional track "may not be assigned to a position where the teaching and
642 research responsibilities total 50% or more of the total assignment" (Board
643 of Regents Policy Manual, Section 8.3.8.3). The designation Academic
644 Professional would apply to a variety of academic assignments that call for
645 academic background similar to that of a faculty member with professorial
646 rank, but which are distinctly different from professorial positions (Board of
647 Regents Policy Manual Section 8.3.8.3).
648
649 Service:
650 The primary responsibility of an Academic Professional is service which
651 includes activities such as:
652
653 • managing instructional laboratories;
654 • assuming academic program management roles not suited for
655   expectations applied to tenure-track faculty members, operating
656   instructional technology support programs;
657 • being responsible for general academic advising;
658 • assuming professional student counseling center responsibilities,
659   providing specialized skill acquisition training as support for
660   academic programs; and,
661 • working with tenure-track faculty members in course and
662   curriculum development and in the laboratory.
663
664 Teaching:
665 As part of their workload, Academic Professionals may be expected to engage
666 in teaching activities.
667
668 Research:
669

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

Promotion Manual for Non-Tenure Track Faculty
Georgia State University
Effective March 24, 2022

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;

782   •   conducting continuing education courses.

783

784   <u>Research</u>:

785   University Library faculty members are expected to participate in scholarly

786   and research activities that enhance their professional development and

787   contribute to their disciplines, including conducting applied research.

788

789   <u>Service</u>:

790   University Library faculty members are expected to serve, as appropriate, on

791   departmental, college and university committees. In addition, they may make

792   discipline-related contributions to professional organizations and/or to the

793   community.

794

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