

**College of Arts and Sciences  
Georgia State University  
PROMOTION MANUAL  
FOR NON-TENURE TRACK FACULTY**

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1 **I. INTRODUCTION**

2 Non-tenure track (NTT) faculty make important contributions to the teaching, service, and  
3 research missions of the College of Arts and Sciences at Georgia State University. The  
4 policies and procedures related to the review and promotion of faculty in non-tenure track  
5 ranks are outlined in this document, the university Promotion Manual for Non-Tenure  
6 Track Faculty, and departmental guidelines.

7 As noted in the university manual, promotion decisions for NTT faculty are based on  
8 discipline-specific criteria as determined by department and college faculty, but  
9 satisfaction of these criteria should reflect equivalent levels of accomplishment across the  
10 college and the university. Although NTT faculty members in different departments are  
11 engaged in varied forms of teaching, service and scholarly activity, with differential  
12 emphasis on each of these activities, the quality and significance of achievement  
13 appropriate to the discipline in question should be comparable.

14 Whereas the university NTT manual provides a general statement of the expected quality  
15 and significance of NTT faculty accomplishments, this college manual and related  
16 departmental guideline documents identify the concrete forms these achievements should  
17 take. Additionally, the college manual provides detailed procedural information about the  
18 college NTT promotion review process, as well as related periodic NTT reviews.

19 The Arts and Sciences NTT manual is reviewed and periodically revised by the college  
20 Promotion and Tenure Review Board. In keeping with university requirements, if there are  
21 substantive revisions in college or University NTT manuals, the college NTT manual also  
22 must be reviewed and approved by the provost.

23 The promotion policies and procedures established by the college and Georgia State  
24 University for NTT faculty conform to the requirements of the Board of Regents.  
25 Specifically, these policies and procedures conform to Section 8.3 of the BOR Policy Manual  
26 (<http://www.usg.edu/policymanual/section8/policy/C245>).

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

29 The following three NTT faculty positions in use in the College of Arts and Sciences are  
30 eligible for promotion. For each position, the ranks used within the College of Arts and  
31 Sciences have been listed in parentheses starting with the lowest rank and ending with the  
32 highest possible rank.

- 33 1. Lecturer (Lecturer, Senior Lecturer, Principal Senior Lecturer)
- 34 2. Academic Professional (Academic Professional, Senior Academic Professional)
- 35 3. Research Faculty (Research Assistant Professor, Research Associate Professor,  
36 Research Professor)

37 In addition to the NTT faculty titles listed above, the position of Instructor is also in use in  
38 the college. However, at Georgia State University there is no promotion path for NTT  
39 faculty holding the position of Instructor.

40 **II. DESCRIPTIONS OF NTT FACULTY POSITIONS**

41 The following is a description of each of the three NTT faculty positions listed in Section I.  
42 Within each position, the duties and responsibilities are listed in order of importance for  
43 that position. The duties and responsibilities are divided into the categories of teaching,  
44 service, and research (professional development).

45 **A. Lecturer**

46 1. Teaching

47 The primary responsibility of lecturers is teaching.

48 2. Service

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

54 3. Research

55 Lecturers are not required to engage in research, scholarly, and creative activities.  
56 Nonetheless, lecturers are expected to be familiar with current trends and methods in their  
57 discipline.

58 **B. Academic Professional**

59 As per Board of Regents requirements, a title from the academic professional track “may  
60 not be assigned to a position where the teaching and research responsibilities total 50% or  
61 more of the total assignment” (BOR Policy Manual, Section 8.3.8.3).

62 The designation Academic Professional would apply to a variety of academic assignments  
63 that call for academic background similar to that of a faculty member with professorial  
64 rank, but which are distinctly different from professorial positions (BOR Policy Manual  
65 Section 8.3.8.3).

66 The academic professional position requires an appropriate terminal degree, or in rare and  
67 extraordinary circumstances, qualification on the basis of demonstrably successful related  
68 experience, which exception is expressly approved by the institution president (BOR  
69 Policy178 Manual Section 8.3.8.3).

70 1. Service

71 The primary responsibility of an academic professional is service, which includes activities  
72 such as:

- 73 a. Managing instructional laboratories;
- 74 b. Assuming academic program management roles not suited for expectations applied  
75 to tenure track faculty members, operating instructional technology support  
76 programs;
- 77 c. Assuming professional student counseling center responsibilities, providing  
78 specialized skill acquisition training as support for academic programs; and,
- 79 d. Working with tenure track faculty members in course and curriculum development  
80 and in the laboratory.

81 2. Teaching

82 As part of their workload, academic professionals may be expected to engage in teaching  
83 activities.

84 3. Research

85 The College of Arts and Sciences does not require academic professionals to engage in  
86 research, scholarly, and creative activities. Nonetheless, academic professionals are  
87 expected to be familiar with current trends and methods in their discipline.

88 **C. Research Faculty**

89 1. Research

90 The primary responsibility of research faculty is to conduct research.

91 The purpose of research Faculty appointments, based on available external funding, is to  
92 increase the research, scholarly, and creative efforts of the university. Research faculty will  
93 work either in close collaboration with other faculty and/or will carry out independent  
94 research that builds upon an explicit area of focus for the University. Research Faculty  
95 salaries are primarily from research grants or other sources of external funds (non-general  
96 state funds). Research Faculty hold a terminal degree in their discipline, have  
97 demonstrated evidence of independent research careers (non-independent investigators  
98 should be appointed at the post-doctoral level), and concentrate primarily on research.  
99 Appointments of members of the Research Faculty are renewable on an annual basis upon  
100 satisfactory review and available external funding.

101 2. Teaching

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

103 3. Service

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

105 **III. COLLEGE NON-TENURE TRACK REVIEW PROCESS FOR PROMOTION TO SENIOR**  
106 **LECTURER, PRINCIPAL SENIOR LECTURER, AND SENIOR ACADEMIC PROFESSIONAL**

107 **A. Process Overview**

108 The primary stages of the college NTT promotion review process are described below.  
109 Specific dates will be assigned to each step in a review calendar issued in advance of the  
110 review cycle each year.

- 111 1. The Dean's Office notifies all candidates of their eligibility for promotion (with copy  
112 to the department chair).
- 113 2. The candidate submits review materials to chair of the department.
- 114 3. The department chair forwards the candidate's materials to departmental review  
115 committee (or subcommittee for initial review, but the final recommendation must  
116 be made by the committee as a whole).
- 117 4. The departmental committee submits its recommendation, including any minority  
118 reports, to the department chair. Members of the committee must not be identified  
119 to the candidate; therefore, the signatures must appear on a separate page so that  
120 they can be removed when the candidate is provided with his or her copy of the  
121 committee's report(s). The candidate will receive a copy of the departmental  
122 committee's recommendation, including any minority reports, and will have the  
123 option to respond to the department chair within three business days of receiving  
124 the departmental committee report.
- 125 5. The department chair submits his/her recommendation and the recommendation of  
126 the departmental committee, including any minority reports and any responses  
127 from the candidate, to the Dean's Office. The candidate will receive a copy of the  
128 department chair's recommendation and will have the option to respond to the  
129 Dean's Office (with copy to the department chair) within three business days of  
130 receiving the department chair's report. The Dean's Office forwards the reports  
131 from the departmental committee and the department chair, including any minority  
132 reports and any responses from the candidate to the college NTT promotion review  
133 committee.
- 134 6. The college NTT promotion review committee submits its recommendation,  
135 including any minority reports, to the Dean's Office. The candidate will receive a  
136 copy of the college committee's report and will have the option to respond to the  
137 dean within three business days of receiving the college committee's report.
- 138 7. The dean submits his or her recommendation and all review materials, including  
139 any prior responses from the candidate, to the Provost's Office. The candidate will  
140 receive a copy of the dean's report. If the dean's recommendation is negative, the  
141 candidate may appeal to the provost within ten business days, and the provost will

142 provide the candidate and the dean with a written decision, including bases upon  
143 which the appeal is supported or rejected. If the dean's recommendation is positive,  
144 the candidate will not have the option to respond to the provost.

145 See section IV below for information on the evaluation and appeal processes of the  
146 university provost and president.

#### 147 **B. Departmental Non-Tenure Track Promotion Review Committees**

148 The Departmental Non-Tenure Track Promotion Review Committee consists of all tenured  
149 faculty and all NTT faculty of senior rank and above (see Appendix B) in the department,  
150 except the chair of the department and any members of the department serving in a  
151 position that will review the candidate's promotion application at the college or university  
152 levels. Departments may operate through a system of subcommittees that initially review  
153 and evaluate each candidate's credentials. All final recommendations must be made by the  
154 committee of the whole. The committee of the whole must meet to discuss and vote on its  
155 final recommendation. The letter from the departmental committee of the whole must be  
156 signed by the committee chair and all committee members who agree with the  
157 recommendation. Committee members who do not sign this recommendation must provide  
158 a separate letter (minority report) indicating their recommendation and supporting  
159 rationale. Members of the committee must not be identified to the candidate; therefore, the  
160 signatures must appear on a separate page so that they can be removed when the  
161 candidate is provided with his or her copy of the committee's report(s).

162 Faculty of equal or lower rank to the candidate's current rank may not vote on the final  
163 recommendation of the committee of the whole. In consultation with the department chair,  
164 the dean will augment the departmental promotion review committee with NTT members  
165 from other departments when the home department does not have a sufficient number of  
166 faculty to constitute a committee of at least three members, with at least one being tenured  
167 and one being NTT faculty.

#### 168 **C. College Non-Tenure Track Promotion Review Committee**

169 The College Non-Tenure Track Promotion Review Committee includes three  
170 representatives from each of the academic areas of the college (fine arts, humanities,  
171 natural and computational sciences, and social and behavioral sciences) and one at large  
172 representative. For each area, there should be at least one tenured faculty member and at  
173 least one NTT faculty member at the senior level or above (see Appendix B), with a simple  
174 majority of the committee's membership being tenured faculty. The college committee may  
175 operate through a system of subcommittees that initially review and evaluate each  
176 candidate's credentials. All final recommendations must be made by the committee of the  
177 whole. The committee of the whole must meet to discuss and vote on its  
178 final recommendation. Faculty of equal or lower rank to the candidate's current rank may  
179 not vote on the final recommendation of the committee of the whole.

180 The members of the committee shall be elected by the faculty at a faculty meeting.  
181 Members of the committee shall hold staggered three-year terms.

182 **D. Written Notifications of Recommendations to Candidate**

183 The chair will provide a copy of the departmental committee's report and any minority  
184 reports to the candidate as soon as it is received. The chair will provide a copy of his or her  
185 report to the candidate when it is forwarded to the college Non-Tenure Track Promotion  
186 Review Committee. The Dean's Office will provide the candidate a copy of the college  
187 committee's report. The Dean's Office will provide the candidate a written notice of the  
188 outcome of the review and a copy of its report. Minority reports, if they exist, will also be  
189 included. The reports, including minority reports, should remove the signature page or  
190 section which identifies committee members by name. As outlined above, the candidate has  
191 the right to respond in writing to the departmental committee's report, the chair's report,  
192 and the college committee's report, within three business days of receiving the reports, and  
193 copies of the candidate's response(s) will be included in the material reviewed at all higher  
194 levels.

195 The candidate's written response to recommendations of the department committee will  
196 be submitted to the chair, who will then forward them to the Dean's Office. The candidate's  
197 response to the chair's report and/or the college committee's report will be submitted to  
198 the Dean's Office (with copy to the department chair). Following receipt of the dean's  
199 recommendation, if negative, the candidate has ten business days to submit an appeal to  
200 the provost, as outlined above.

201 **IV. UNIVERSITY-LEVEL PROMOTION REVIEW AND APPEALS**

202 **A. Provost's Review:**

203 The provost will conduct an independent review of the materials forwarded by the dean  
204 and any other related materials directly relevant to the NTT faculty member's candidacy  
205 for promotion, also applying the guidelines, norms, and expectations for the university,  
206 college and department, and make his/her promotion recommendation.

207 The provost will make a recommendation in each case, forward the recommendations to  
208 the president, and notify the appropriate deans. Within three business days after receiving  
209 notice of the provost's recommendation, the dean shall notify the candidate of the provost's  
210 recommendation.

211 Before forwarding a negative recommendation to the president, the provost will consult  
212 with the dean. In response to the query from the provost, the dean may gather additional  
213 information from the candidate, the department chair, the department or college  
214 committees, and other materials directly relevant to the NTT faculty member's candidacy.  
215 The dean will notify the candidate and department chair of his/her reply to the provost.

216 **B. President's Review:**

217 The president will conduct an independent review of the candidate's dossier, and related  
218 materials and recommendations, and any other material directly relevant to the NTT  
219 faculty member's candidacy, also applying the guidelines, norms, and expectations for the  
220 University, college and department, and make his/her promotion decision. The decision  
221 will be communicated to the appropriate dean who shall notify the candidate within three  
222 business days after receiving notice of the president's decision.

223 **C. Appeals to the Provost**

224 A candidate may appeal to the provost a negative recommendation by the dean. Upon  
225 receipt of the dean’s negative recommendation, the candidate shall have at least ten  
226 business days to appeal the negative recommendation to the provost. The grounds for  
227 appeal shall only be those that involve errors of due process. These would include  
228 procedural errors such as failure to receive notification at each stage of review. Errors of  
229 due process would also include substantive errors such as arbitrariness, capriciousness,  
230 and discrimination, as well as bias and other forms of nonprofessional judgment on the  
231 part of any person or group involved in the promotion review. In reviewing the appeal, the  
232 provost may gather additional information pertaining to the appeal from the candidate, the  
233 dean, the department chair, the department committee, and other appropriate individuals  
234 inside or outside the University. By the date specified in the NTT promotional manual  
235 calendar, the provost shall provide the candidate and the dean with a written decision,  
236 including a statement of the bases upon which the appeal is supported or rejected.

237 **D. Appeals to the President**

238 A candidate may appeal to the president a negative recommendation by the provost or a  
239 decision by the provost rejecting the candidate’s appeal to the provost. The appeal to the  
240 president shall conform to the principles and processes stated above for appeals to the  
241 provost. By the date specified in the promotion manual calendar, the president shall  
242 provide the provost, the appropriate dean and the candidate a written decision including a  
243 statement of the bases upon which the candidate's appeal is supported or rejected.

244 **V. LECTURER REVIEW**

245 There are five types of structured reviews for lecturers:

- 246 • annual review leading to re-appointment,
- 247 • third-year review,
- 248 • fifth-year review with promotion to senior lecturer,
- 249 • subsequent review with promotion to principal senior lecturer, and
- 250 • post-promotion cumulative review (five-year structured review).

251 In these reviews, the primary consideration is contributions in teaching and service, with  
252 consideration given to contributions in the area of research (professional development).

253 **A. Annual Review**

254 An appointment to a lecturer position is for a one-year period. Lecturers are reviewed on  
255 an annual basis as described in the College of Arts and Sciences Annual Review of Regular  
256 Faculty policy.

257 **B. Third-Year Review**

258 The third-year review provides a cumulative analysis of the quality and extent of teaching  
259 and service contributions. Lecturers in their third year will provide all required materials  
260 to the chair.



261 The chair will provide this material to a departmental committee. This is an elected  
262 committee composed of at least three faculty, which must include both tenured faculty and  
263 senior lecturers or principal senior lecturers. This committee will use the departmental  
264 NTT faculty review guidelines to provide a written assessment of effectiveness in teaching  
265 and service to the department chair.

266 The chair will provide a written assessment of the lecturer's effectiveness in teaching and  
267 service, as well as an assessment of the departmental need for this position. The chair will  
268 forward all materials, the committee report, and his/her comments to the Dean's Office.

269 The Dean's Office will evaluate the material and provide to the lecturer its decision  
270 regarding reappointment by the date designated by the Board of Regents for contract  
271 renewal. After completion of all assessments, a conference will be held between the chair,  
272 the associate dean, and the faculty member to discuss the results of the review and to make  
273 further recommendations to the faculty member.

### 274 C. Lecturer Promotion Reviews

#### 275 1. Criteria for Promotion:

276 a. Terms of Evaluation: Candidates will be evaluated as having met or not met the  
277 standards for promotion in the categories of teaching and service using the  
278 evaluative terms *outstanding, excellent, very good, good, fair, and poor*. The exact  
279 terms that represent the standard in teaching and service for promotion are  
280 specified under items b and c below. The evaluations will take into account  
281 expectations appropriate to the rank under consideration, the standards of the  
282 candidate's discipline, and the mission and resources of the department.  
283 Guidelines for the application of the terms *outstanding, excellent, very good, etc.* as  
284 they apply within the candidate's field are specified in each department's NTT  
285 faculty review guidelines.

286 b. Promotion to Senior Lecturer: Lecturers in their fifth year of service must be  
287 considered for promotion to the rank of senior lecturer (to begin in the seventh  
288 year of service). Lecturers that do not meet the standards for promotion after five  
289 years will be terminated at the end of their sixth year.

290 For promotion to the rank of senior lecturer, the candidate must demonstrate a  
291 level of competence and effectiveness in teaching that is evaluated as *excellent*.  
292 Additionally, the candidate must provide a level of assigned service to the  
293 department, college, university, and/or to the professional and practice  
294 community that is evaluated as *very good*, which meets the university standard for  
295 promotion to the rank of senior lecturer.

296 c. Promotion to Principal Senior Lecturer: Senior lecturers in their fifth year in rank  
297 or higher may be considered for promotion to the rank of principal senior lecturer  
298 (to take effect at the beginning of the subsequent fall semester).

299 For promotion to the rank of principal senior lecturer, the candidate must  
300 demonstrate a sustained level of competence and effectiveness in teaching that is  
301 evaluated as *excellent* with continued growth in the time period since the last  
302 promotion. Additionally, the candidate must provide a level of assigned service to

303 the department, college, university, and/or to the professional and practice  
304 community that is evaluated as *excellent*, which meets the university standard for  
305 promotion to the rank of principal senior lecturer.

306 2. Promotion Review Process: The Dean's Office will notify all candidates of their  
307 eligibility for promotion (with a copy to the chair). Those seeking promotion to senior  
308 lecturer or principal senior lecturer will provide all required materials to the chair.

309 The chair will provide a departmental committee with this material. See section III.B  
310 above for a description of the composition of the departmental NTT promotion review  
311 committee.

312 The departmental committee will use the departmental NTT faculty review guidelines  
313 to provide a written report, which includes an assessment of the lecturer's  
314 effectiveness in teaching and service and a recommendation for or against promotion,  
315 to the department chair, along with any minority reports.

316 The chair will provide a written report, which includes an assessment of the lecturer's  
317 effectiveness in teaching and service, a recommendation for or against promotion, and  
318 an assessment of the departmental need for this position. The chair will forward all  
319 review materials (i.e., his or her report, the committee report, any minority reports,  
320 and any responses from the candidate) to the Dean's Office, which will forward these  
321 materials to the college NTT promotion review committee.

322 The college NTT promotion review committee will review the material and make a  
323 recommendation to the dean.

324 The dean and associate dean will review the material and submit the dean's final  
325 recommendation to the university provost.

326 See Section IV above for information on the evaluation and appeal processes of the  
327 university provost and president.

#### 328 **D. Scope of Evaluations:**

329 1. Evaluation of Teaching: Evaluation of teaching effectiveness will use the criteria of the  
330 college's Policy on Assessment of Teaching for Full-time Faculty  
331 ([http://www2cas.gsu.edu/docs/as/teaching\\_effectiveness.pdf](http://www2cas.gsu.edu/docs/as/teaching_effectiveness.pdf)). The specific nature of  
332 each lecturer's teaching activities may vary as a function of the mission of the  
333 department. Thus, evaluators will assess the teaching effectiveness of lecturers as it  
334 relates to their department's mission. Among the factors that evaluators should  
335 consider in their assessments are the following:

336 a. Quality of course content: The quality of course content will be evaluated through  
337 review of syllabi, examinations, web pages, and other supplementary materials.  
338 Syllabi should be reviewed for conformity with university guidelines, reading  
339 assignments appropriate to course level and catalog description. Course materials  
340 should also be assessed for their appropriateness in relation to the current state of  
341 knowledge in the field. Lecturers may provide additional materials, such as  
342 customized texts, handouts, software, and other relevant information. In  
343 departments that give standardized and/or departmental examinations, scores on

- 344 these examinations should be included for review. Credit should also be given to  
345 faculty whose courses are structured in ways that cultivate curiosity, creativity,  
346 and critical acumen in their students.
- 347 b. Development of new courses or teaching programs: Evaluation will include the  
348 effective development and execution of new courses, significant involvement in  
349 the development of new teaching programs, and the use of new teaching  
350 techniques and practices, if these are part of the responsibilities of the faculty  
351 member.
- 352 c. Teaching portfolios: The candidate should include the teaching portfolio he/she  
353 has compiled at Georgia State for the review period (see Section V.E below for  
354 guidelines on the number of years of review materials to submit for the different  
355 review periods). As described in the college's teaching assessment policy,  
356 teaching portfolios shall include numerical evaluations for all courses and a list  
357 of all independent studies, theses, and other such courses one has directed. In  
358 addition, faculty shall include in the portfolios more complete data (syllabi,  
359 exams, written student evaluations and other materials) from two courses per  
360 year - one a specialty course and one a more general course. In consultation with  
361 the department chair, faculty members shall vary the courses in the portfolio so  
362 that it will contain a broad representation of the courses they have taught  
363 (including summers, if applicable).  
364
- 365 d. Student evaluations: The review will include student evaluation scores, in the  
366 context of the range of scores for specific courses and for similar level courses (i.e.,  
367 1000, 2000, etc.) both within the department and within the disciplinary area. The  
368 information will also include other important variables, such as class size, whether  
369 the course is required or an elective, the response rate on the evaluations, and  
370 number of students enrolled in the course. In general, evaluations are indicators of  
371 student perceptions. The evaluations will be judged in the context of other  
372 information and should not be the sole basis for evaluating teaching effectiveness  
373 or for making fine-grained distinctions.
- 374 e. Direction of students: The extent and quality of faculty efforts in the direction of  
375 student projects and academic activities, such as independent studies, practica,  
376 theses, performances, and recitals will be considered. The effectiveness of these  
377 efforts will be judged by such outcomes as student success in acceptance to  
378 graduate or professional schools, scores on national examinations, and special  
379 awards or achievements.
- 380 f. Additional methods: Departments may consider developing additional assessment  
381 criteria or methods, which may vary as specified in departmental guidelines.
- 382 2. Evaluation of Service: Contributions in the area of service include high-quality  
383 instructional service, assistance to colleagues, contributions to the department,  
384 college, or university, professional service, and community and public service. Service  
385 for lecturers is dependent on the mission as defined by the department, but it is  
386 generally at the departmental, college, or university level.

387 3. Additional Considerations: Other factors and contributions that may be considered as  
388 part of the lecturer review include the following:

- 389 a. Research (professional development) contributions (if appropriate): Activities  
390 such as publications of their research and scholarship, creative activities,  
391 performances, exhibitions, conference presentations, grants applied for and/or  
392 funded, and collaborations, as they bear on the lecturer's knowledge as it relates  
393 to teaching performance, may be considered if specified in the departmental  
394 guidelines.
- 395 b. Role within the department: Since needs of the department often change, the role  
396 of the lecturers also may change. For example, if student enrollments shift, the  
397 College or department may need to offer more sections of a course, or fewer. The  
398 review will include the role of the lecturer within the context of the mission of the  
399 department and the ability of the lecturer to effectively fulfill changing needs of  
400 the department.

#### 401 **E. Evaluation Materials**

402 For the third-year review and lecturer promotion reviews, candidates prepare a  
403 professional dossier containing the information on teaching and service indicated below  
404 for the review period appropriate to the specific review.

##### 405 **Definition of Review Periods:**

- 406 • For third-year review, the dossier covers the period since the hire date.
- 407 • For the fifth-year review leading to promotion to senior lecturer, the dossier  
408 includes teaching portfolios from the last three full calendar years and student  
409 evaluation scores from the last three academic years<sup>1</sup>, while the rest of the dossier  
410 covers the period since the hire date.
- 411 • For the review leading to promotion to principal senior lecturer, the dossier  
412 includes teaching portfolios from the last five calendar years, while the rest of the  
413 dossier covers the last five academic years.
- 414 • For the five-year post-promotion structured review, the dossier includes annual  
415 reports and teaching portfolios from the last five calendar years, while the rest of  
416 the dossier covers the last five academic years. Further information on the materials  
417 to be submitted for five-year post-promotion structured reviews is detailed in  
418 section V.F below.

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<sup>1</sup> The fifth-year review dossier consists of three years of student evaluation data and teaching portfolios due to several factors. First, it is the policy of the College of Arts and Sciences that departmental and college reviewers do not consider a candidate's student evaluations from their first academic year at Georgia State as part of the promotion review, so candidates are instructed to exclude this information from their dossier. Second, because fifth-year promotion reviews begin during the fall semester of each candidate's fifth year, student evaluation and teaching portfolio data are not available from either semester of the candidate's fifth year. Further, candidates only include the last three years of teaching portfolios, which are submitted by calendar year as part of the annual review process, because their teaching portfolios from their first two calendar years at Georgia State each include student evaluation data from a semester during their first academic year.

419 **Specific Instructions for the Physical Format of the Dossier:**

- 420 • All materials must be placed in three-ring, large capacity binders. Each section in
- 421 each of the evaluative categories must be clearly separated by dividers.
- 422 • Staples or paper clips must not be used in the compilation of materials
- 423 • Binders should not be filled to capacity
- 424 • Do not insert materials in plastic sleeves/sheet protectors. Plastic sleeves can be
- 425 used only if holes cannot be punched to place in three-ring binders.

426 **Contents of the Dossier:**

- 427 1. Cover Page: Includes the candidate's name, department, and date of appointment at
- 428 Georgia State University.
- 429 2. Curriculum Vitae
- 430 3. Summary of Essential Functions / Responsibilities (**submitted by the department**
- 431 **chair**): Describe the candidate's primary responsibilities under the general
- 432 categories of Teaching and Service.
- 433 4. Information on Teaching
  - 434 a. Statement of Teaching Interests, Goals, and Qualifications (2-3 pages): Each
  - 435 lecturer should briefly describe an educational philosophy and a set of goals and
  - 436 objectives in teaching and service projects, and a list of courses and/or areas
  - 437 they believe they are qualified to teach.
  - 438 b. Courses Taught during the review period (include summers, if applicable):
    - 439 i. Using the format in Appendix A, the candidate must provide a list of
    - 440 courses taught during the review period (see section V.E above for for
    - 441 guidelines on the number of years of review materials to submit for the
    - 442 different review periods).
    - 443 ii. The candidate must also provide a copy of the most recent syllabus used for
    - 444 each course taught during the time period. Only one syllabus for each
    - 445 different course is required.
    - 446 iii. The development of new courses or significant revisions to existing courses
    - 447 should be noted in this section.
    - 448 iv. The candidate should indicate if the course is part of a study abroad,
    - 449 international student exchange program, signature experience, or field
    - 450 experience.
  - 451 c. Perception of Students (include summers, if applicable): The candidate must
  - 452 include standardized summaries of student evaluation numerical scores from a
  - 453 Crystal Report (no comments) and student evaluations from GoSOLAR (with
  - 454 written comments) for the review period at Georgia State University.
  - 455 Department chairs will assist the candidates in obtaining these materials.
  - 456 d. Teaching Funding (if appropriate): Describe all intramural and extramural
  - 457 funding of teaching initiatives.

- 458 e. Honors or Special Recognition for Teaching: These should be listed in tabular  
459 form.
- 460 f. Independent Studies, Practica, Honors Theses, Non-thesis projects, Theses, and  
461 Dissertations: These items should be listed as follows with the student name,  
462 title, and date completed for each:
- 463 i. Independent Studies
  - 464 ii. Practica
  - 465 iii. Honors Theses
  - 466 iv. Non-Thesis Projects
  - 467 v. Theses
  - 468 vi. Dissertations
- 469 g. Published Materials: Textbooks and published articles related to the candidate's  
470 teaching. A copy of each must be provided.
- 471 h. Teaching Portfolio: The candidate should include the teaching portfolio he/she  
472 has compiled at Georgia State for the review period (see Section V.E above for  
473 guidelines on the number of years of review materials to submit for the different  
474 review periods). As described in the college's teaching assessment policy,  
475 teaching portfolios shall include numerical evaluations for all courses and a list  
476 of all independent studies, theses, and other such courses one has directed. In  
477 addition, faculty shall include in the portfolios more complete data (syllabi,  
478 exams, written student evaluations and other materials) from two courses per  
479 year - one a specialty course and one a more general course. In consultation with  
480 the department chair, faculty members shall vary the courses in the portfolio so  
481 that it will contain a broad representation of the courses they have taught  
482 (including summers, if applicable).
- 483 i. Additional Evidence of Teaching Effectiveness: The candidate may include other  
484 materials not specified above and not specifically required by the department as  
485 part of the teaching portfolio. Such evidence of teaching effectiveness may  
486 include, but is not limited to, peer evaluations, students' passing rates on  
487 licensure/certification examinations, use of technology for teaching, program  
488 accreditation review results, and student accomplishments.
- 489 5. Information on Service
- 490 a. Assigned service roles: indicate administrative roles or other service duties that  
491 are ongoing assignments (e.g., undergraduate director, program coordinator).
  - 492 b. Teaching Service: a list of teaching service beyond the classroom. Examples of  
493 teaching service may include participating in developing teaching materials and  
494 curricula, organizing or presenting seminars on teaching methodology,  
495 supervising and/or mentoring faculty.
  - 496 c. Assistance to Colleagues: guest-lecturing, consulting about educational and  
497 teaching issues (e.g., curriculum development, mode of presentation, or

498 assistance with new teaching technology), providing advice about or reviews of  
499 manuscripts or grant applications.

500 d. Contributions to the department, college, and university: student advisement  
501 and mentoring, memberships on departmental/college/university committees,  
502 development of teaching and service programs.

503 e. Professional service (if appropriate): memberships on professional societies,  
504 advisory boards, etc.

505 f. Community and public service (if appropriate): lectures, speeches,  
506 presentations, performances, short courses, assistance to governmental  
507 agencies.

508 6. Information on research (professional development) activities (if appropriate):  
509 Departmental guidelines may specify that a faculty member can provide information  
510 on research (professional development) activities, such as publications of their  
511 research and scholarship, creative activities, performances, exhibitions, conference  
512 presentations, grants applied for and/or funded, and collaborations, as they bear on  
513 the lecturer's knowledge of the field or teaching performance.

#### 514 **F. Five-year Structured Review**

515 As stated in the university manual, structured reviews are intended to provide a longer-  
516 term perspective than is usually provided by an annual review. Faculty members who have  
517 been promoted to the senior lecturer or principal senior lecturer ranks will go through a  
518 structured cumulative review in the fifth year following promotion and in each fifth year  
519 following the previous cumulative review (NTT Post-Promotion Review). Senior Lecturers  
520 are exempted from this requirement in the year(s) that they are considered for promotion  
521 to the principal senior lecturer rank.

522 Senior lecturers or principal senior lecturers will provide all required materials to the  
523 chair. The review materials consist of the items enumerated below. Departments may  
524 require additional materials.

525 1. Cover Page: Includes the candidate's name, department, and date of appointment at  
526 Georgia State University.

527 2. Updated curriculum vitae.

528 3. Summary of Essential Functions / Responsibilities (submitted by the department  
529 chair): Describe the candidate's primary responsibilities under the general  
530 categories of Teaching and Service.

531 4. Annual reports for each of the years under review.

532 5. Teaching Portfolio: The candidate should include the teaching portfolio he/she has  
533 compiled at Georgia State for the review period (see Section V.E above for guidelines  
534 on the number of years of review materials to submit for the different review  
535 periods). As described in the college's teaching assessment policy, teaching  
536 portfolios shall include numerical evaluations for all courses and a list of all  
537 independent studies, theses, and other such courses one has directed. In addition,

538 faculty shall include in the portfolios more complete data (syllabi, exams, written  
539 student evaluations and other materials) from two courses per year - one a specialty  
540 course and one a more general course. In consultation with the department chair,  
541 faculty members shall vary the courses in the portfolio so that it will contain a broad  
542 representation of the courses they have taught (including summers, if applicable).

543 6. Perception of Students (include summers, if applicable): The candidate must include  
544 standardized summaries of student evaluation numerical scores from a Crystal  
545 Report (no comments) and student evaluations from GoSOLAR (with written  
546 comments) for the review period at Georgia State University. Department chairs will  
547 assist the candidates in obtaining these materials.

548 The chair will provide this material to a departmental committee. This is an elected  
549 committee composed of at least three tenured faculty and principal senior lecturers (with  
550 representation from each rank required). This committee will provide a written  
551 assessment of effectiveness in teaching and service to the departmental chair.

552 The chair will provide a written assessment of the faculty member's effectiveness in  
553 teaching and service, as well as an assessment of the departmental need for this position.  
554 The chair will forward all review materials (i.e., his or her recommendation and the  
555 committee report) to the Dean's Office.

556 The assessment statements of the departmental committee and department chair will  
557 address whether the faculty member is performing at the level necessary for  
558 reappointment, whether the faculty member is progressing toward promotion, and they  
559 will identify opportunities that will enable the candidate to reach his/her full potential in  
560 terms of contribution to the university. The Dean's Office will evaluate the material and  
561 provide any necessary response by the date designated by the Board of Regents for  
562 contract renewal. After completion of all assessments, a conference will be held between  
563 the chair and the faculty member to discuss the results of the review and to make further  
564 recommendations to the faculty member.

#### 565 **G. Lecturers Hired at the Senior Level**

566 All lecturers whose initial appointment at GSU is at the senior level or above (see Appendix  
567 B) shall have a third year review and subsequent reviews every five years.



568 **VI. ACADEMIC PROFESSIONAL REVIEW**

569 According to Board of Regents requirements, the academic professional title “may not be  
570 assigned to a position where the teaching and research responsibilities total 50% or more  
571 of the total assignment” (BOR Policy Manual 803.10). Therefore, the primary consideration  
572 in the third- and fifth-year reviews of academic professionals is service contributions.  
573 Contributions in teaching will be considered as part of the review if a candidate’s workload  
574 includes teaching. Other activities, such as publications of research, creative activities, and  
575 scholarship, are not required; however, departments have the option of considering such  
576 activities in the reviews, particularly as they bear on service or teaching performance.

577 There are four types of structured reviews of academic professionals in use in the College  
578 of Arts and Sciences:

- 579 • annual review leading to re-appointment,
- 580 • third-year review,
- 581 • fifth-year review with promotion to senior academic professional and re-  
582 appointment,
- 583 • post-promotion cumulative review (five-year structured review).

584 In each academic professional review, the primary consideration is contributions in service  
585 and teaching, with consideration given to contributions in the area of research  
586 (professional development).

587 **A. Annual Review**

588 An appointment to an academic professional position is for a one-year period. Academic  
589 professionals are reviewed on an annual basis as described in the College of Arts and  
590 Sciences Annual Review of Regular Faculty policy.

591 **B. Third-Year Review**

592 The third-year review provides a cumulative analysis of the quality and extent of service  
593 and teaching contributions. Academic professionals in their third year will provide all  
594 required materials to the chair.

595 The chair will provide this material to a departmental committee. This is an elected  
596 committee composed of at least three faculty, which must include tenured faculty and NTT  
597 faculty at senior rank or above (see Appendix B). This committee will use the departmental  
598 NTT faculty review guidelines to provide a written assessment of effectiveness in service  
599 and teaching to the departmental chair.

600 The chair will provide a written assessment of the academic professional’s effectiveness in  
601 service and teaching, as well as an assessment of the departmental need for this position.  
602 The chair will forward all review materials (i.e., his or her recommendation and the  
603 departmental committee report) to the Dean's Office.

604 The Dean’s Office will evaluate the material and provide to the academic professional its  
605 decision regarding reappointment by the date designated by the Board of Regents for  
606 contract renewal. After completion of all assessments, a conference will be held between

607 the chair, the area associate dean, and the faculty member to discuss the results of the  
608 review and to make further recommendations to the faculty member.

### 609 **C. Promotion Review**

#### 610 1. Criteria for Promotion:

611 a. Terms of Evaluation: Candidates will be evaluated as having met or not met the  
612 standards for promotion in the categories of service and teaching (if the candidate's  
613 workload includes teaching) using the evaluative terms *outstanding, excellent, very*  
614 *good, good, fair, and poor*. The exact terms that represent the standard in service  
615 and teaching (if applicable) for promotion are specified under item b below. The  
616 evaluations will take into account expectations appropriate to the rank under  
617 consideration, the standards of the candidate's discipline, and the mission and  
618 resources of the department. Guidelines for the application of the terms *outstanding,*  
619 *excellent, very good, etc.* as they apply within the candidate's field are specified in  
620 each department's NTT faculty review guidelines.

621 b. Promotion to Senior Academic Professional: Academic professionals in their fifth-  
622 year of service may be considered for promotion to the rank of senior academic  
623 professional (to begin in the sixth year of service). Academic professionals not  
624 reappointed after five years will be terminated at the end of their sixth year.

625 For promotion to the rank of senior academic professional, the candidate must  
626 provide a sustained level of service to the department, college and/or university,  
627 and/or to the professional and practice community that is evaluated as *excellent*. If  
628 the candidate's workload includes teaching, the candidate must demonstrate  
629 *excellent* teaching, which meets the university standard for promotion to senior  
630 academic professional.

631 2. Promotion Review Process: The Dean's Office will notify all candidates of their  
632 eligibility for promotion (with a copy to the chair). Those seeking promotion to senior  
633 academic professional will provide all required materials to the chair.

634 The chair will provide a departmental committee with this material. See section III.B  
635 above for a description of the committee's composition. The departmental committee  
636 will use the departmental NTT faculty review guidelines to provide a written report,  
637 which includes an assessment of academic professional's effectiveness in service and  
638 teaching (if applicable) and a recommendation for or against promotion, to the  
639 department chair, along with any minority reports.

640 The chair will provide a written report, which includes an assessment of the academic  
641 professional's effectiveness in in service and teaching (if applicable), a  
642 recommendation for or against promotion, and an assessment of the departmental  
643 need for this position. The chair will forward all review materials (i.e., his or her  
644 report, the committee report, any minority reports, and any responses from the  
645 candidate) to the Dean's Office, which will forward the materials to the college NTT  
646 promotion review committee.

647 The college NTT promotion review committee will review the material and make a  
648 recommendation to the dean.

649 The dean and associate dean will review the material and submit the college's final  
650 recommendation to the university provost.

651 See Section IV above for information on the evaluation and appeal processes of the  
652 university provost and president.

#### 653 **D. Scope of Evaluations**

654 1. Evaluation of Service: Given the variation in service roles assigned to academic  
655 professionals across the college, evaluators will assess the service performance of  
656 academic professionals primarily as it relates to the department's mission and the  
657 specific service responsibilities of the candidate. Reviewers should evaluate the  
658 candidate using the following criteria and any provided in departmental guidelines.

659 a. Job Knowledge: Knowledge, skills and abilities as they relate to performing job  
660 requirements.

661 b. Productivity: The amount of work successfully produced while maintaining  
662 standards and meeting deadlines.

663 c. Accuracy and Quality: The extent to which he/she performs major job duties or  
664 responsibilities correctly and completely; professionalism and thoroughness of  
665 work produced.

666 d. Adaptability: Ability to master new techniques or duties and understand  
667 explanations as required for the position. Demonstrates flexibility in meeting the  
668 changing demands of the work environment.

669 e. Organizational Skills: Ability to effectively and efficiently plan, arrange, and  
670 complete work priorities; makes efficient use of available resources to optimize  
671 productivity.

672 f. Communication Skills: Ability to express ideas effectively through verbal and  
673 written communication. Ability to communicate in a clear concise manner. Ability  
674 to listen and ask appropriate questions.

675 g. Teamwork: Develops and maintains effective relationships with co-workers,  
676 supervisor, faculty, staff, students and others in the handling of job duties.

677 h. Supervisory Ability: Ability to effectively delegate and monitor work and follow up  
678 with others; effectively coach, communicate with, reward and discipline.  
679 Demonstrates understanding and uses appropriate financial and budget controls.  
680 Adheres to safety requirements and practices, and communicates hazards to other  
681 employees in the workplace.

682 i. Additional Criteria: Departments may consider developing additional assessment  
683 criteria or methods, which may vary as specified in departmental guidelines.

684 2. Evaluation of Teaching (if applicable): Reviewers should evaluate the candidate's  
685 teaching contributions using the criteria listed below and those provided in  
686 departmental guidelines. The specific nature of the teaching duties assigned to  
687 academic professionals may vary across or within departments. Thus, evaluators  
688 should assess the teaching effectiveness of academic professionals primarily as it

- 689 relates to the department's mission and the specific teaching responsibilities of the  
690 candidate.
- 691 a. Quality of Course Content: The quality of a course will be evaluated through  
692 review of syllabi, examinations, web pages, and other supplementary materials.  
693 Syllabi should be reviewed for conformity with university guidelines, reading  
694 assignments appropriate to course level and catalog description. Course  
695 materials should also be assessed for their appropriateness in relation to the  
696 current state of knowledge in the field. Academic professionals may provide  
697 additional materials, such as customized texts, handouts, software, and other  
698 relevant information. In departments that give standardized and/or  
699 departmental examinations, scores on these examinations should be included for  
700 review. Credit should also be given to faculty whose courses are structured in  
701 ways that cultivate curiosity, creativity, and critical acumen in their students.
- 702 b. New Courses/Teaching Programs Developed: Evaluation will include the effective  
703 development and execution of new courses, significant involvement in the  
704 development of new teaching programs, and the use of new teaching techniques  
705 and practices, if these are part of the responsibilities of the faculty member.
- 706 c. Teaching Portfolios: The candidate should include the teaching portfolio he/she  
707 has compiled at Georgia State for the review period (see Section VI.E below for  
708 guidelines on the number of years of review materials to submit for the different  
709 review periods). As described in the college's teaching assessment policy,  
710 teaching portfolios shall include numerical evaluations for all courses and a list of  
711 all independent studies, theses, and other such courses one has directed. In  
712 addition, faculty shall include in the portfolios more complete data (syllabi,  
713 exams, written student evaluations and other materials) from two courses per  
714 year - one a specialty course and one a more general course. In consultation with  
715 the department chair, faculty members shall vary the courses in the portfolio so  
716 that it will contain a broad representation of the courses they have taught  
717 (including summers, if applicable).
- 718 d. Student Evaluations: The review will include student evaluation scores, in the  
719 context of the range of scores for specific courses and for similar level courses  
720 (i.e., 1000, 2000, etc.) both within the department and within the disciplinary  
721 area. The information will also include other important variables, such as class  
722 size, whether the course is required or an elective, the response rate on the  
723 evaluations, and number of students enrolled in the course. In general,  
724 evaluations are indicators of student perceptions. The evaluations will be judged  
725 in the context of other information and should not be the sole basis for evaluating  
726 teaching effectiveness or for making fine-grained distinctions.
- 727 e. Additional Criteria: Departments may consider developing additional assessment  
728 criteria or methods, which may vary as specified in departmental guidelines.

- 729 3. Additional Considerations: Other factors and contributions that may be considered  
730 as part of the academic professional review include the following:
- 731 a. Role within the Department: Since needs of the department often change, the role  
732 of the academic professionals also may change. For example, if student  
733 enrollments shift, the College or department may need to offer more sections of a  
734 course, or fewer. The review will include the role of the academic professional  
735 within the context of the mission of the department and the ability of the  
736 academic professional to effectively fulfill changing needs of the department.
- 737 b. Research (Professional Development) Activities (if appropriate): Activities such  
738 as publications of their research and scholarship, creative activities,  
739 performances, exhibitions, conference presentations, grants applied for and/or  
740 funded, and collaborations, as they bear on the academic professional's  
741 knowledge as it relates to teaching performance, may be considered if specified in  
742 the departmental guidelines.

### 743 **E. Evaluation Materials**

744 For the third-year review and academic professional promotion review, candidates prepare  
745 a professional dossier containing the information on teaching and service indicated below  
746 for the review period appropriate to the specific review.

#### 747 **Definition of Review Periods:**

- 748 • For third-year review, the dossier covers the period since the hire date.
- 749 • For the fifth-year review leading to promotion to senior academic professional, the  
750 dossier includes teaching portfolios from the last three full calendar years and  
751 perceptions of students from the last three academic years (if the candidate's  
752 workload includes teaching)<sup>2</sup>, while the rest of the dossier covers the period since  
753 the hire date.
- 754 • For the five-year post-promotion structured review, the dossier includes annual  
755 reports and teaching portfolios from the last five calendar years (if the candidate's  
756 workload includes teaching), while the rest of the dossier covers the last five  
757 academic years. Further information on the materials to be submitted for five-year  
758 post-promotion reviews is detailed in section VI.F below.

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<sup>2</sup> The fifth-year review dossier consists of three years of student evaluation data and teaching portfolios due to several factors. First, it is the policy of the College of Arts and Sciences that departmental and college reviewers do not consider a candidate's student evaluations from their first academic year at Georgia State as part of the promotion review, so candidates are instructed to exclude this information from their dossier. Second, because fifth-year promotion reviews begin during the fall semester of each candidate's fifth year, student evaluation and teaching portfolio data are not available from either semester of the candidate's fifth year. Further, candidates only include the last three years of teaching portfolios, which are submitted by calendar year as part of the annual review process, because their teaching portfolios from their first two calendar years at Georgia State each include student evaluation data from a semester during their first academic year.

759 **Specific Instructions for the Physical Format of the Dossier:**

- 760 • All materials must be placed in three-ring, large capacity binders. Each section in
- 761 each of the evaluative categories must be clearly separated by dividers.
- 762 • Staples or paper clips must not be used in the compilation of materials
- 763 • Binders should not be filled to capacity
- 764 • Do not insert materials in plastic sleeves/sheet protectors. Plastic sleeves can be
- 765 used only if holes cannot be punched to place in three-ring binders.

766 **Contents of the Dossier:**

- 767 1. Cover Page: Includes the candidate's name, department, and date of appointment at
- 768 Georgia State University.
- 769 2. Curriculum Vitae.
- 770 3. Summary of Essential Functions / Responsibilities (**submitted by the department**
- 771 **chair**): Describe the candidate's primary responsibilities under the general categories
- 772 of Service and Teaching.
- 773 4. Information on Service: Describe objectives and contributions in the following service
- 774 areas. Candidates are expected to address only those areas that apply.
  - 775 a. Facility / Services Management: Describe activities such as managing
  - 776 instructional laboratories or instructional technology support programs.
  - 777 b. Supervisory/Mentoring Activities: Describe activities such as supervision of
  - 778 graduate laboratory or teaching assistants, student assistants, staff, or part-time
  - 779 instructors.
  - 780 c. Teaching Service (if applicable): Describe activities such as coordination of
  - 781 clinical practica or field experiences, leading and/or supporting teaching
  - 782 training programs, or providing support for the development of new courses and
  - 783 programs.
  - 784 d. Academic Advisement and Curriculum: Describe activities such as providing
  - 785 academic advisement or managing advisement/recruitment programs,
  - 786 maintaining curriculum, course scheduling, or contributing to program
  - 787 evaluation and certification processes.
  - 788 e. Contributions to the Department, College, or University: List memberships on
  - 789 departmental/college/university committees; participation in university-
  - 790 sanctioned outreach or service activities beyond the scope of regular job duties.
  - 791 f. Professional Service: List memberships in professional societies, advisory
  - 792 boards, etc.
  - 793 g. Community and Public Service: List non-university lectures, speeches,
  - 794 presentations, performances, short courses, assistance to governmental
  - 795 agencies.
  - 796 h. Published Materials: Include copies of articles, training manuals, creative
  - 797 activities, or any other material publications related to the candidate's service

- 798 responsibilities.
- 799 i. Additional Service: List service contributions not related to the categories above.  
800 Examples may include reviewing manuscripts or grant applications,  
801 contributions in support of research programs, or sponsored funding gained  
802 relating to service responsibilities. Departments may specify additional  
803 requirements in the departmental guidelines.
- 804 5. Information on Teaching (if applicable):
- 805 a. Statement of Teaching Interests, Goals, and Qualifications: Describe educational  
806 philosophy within the context of assigned teaching duties. Candidates should  
807 indicate all courses he/she is qualified to teach as an instructor of record and  
808 generally describe other types of contributions made in the classroom.
- 809 b. Courses Taught During the Review Period (include summers, if applicable):  
810 Using the format in Appendix A, the candidate must provide a list of courses  
811 taught during the relevant review period and the role he/she played in the  
812 course (i.e., instructor of record, assisted instructor, laboratory instructor,  
813 assisted laboratory instructor, etc.). For each course where the candidate was  
814 the instructor of record, please provide a copy of the most recent syllabus used  
815 for the course. Only one syllabus for each different course is required. Please  
816 indicate on the syllabus if it was solely the work of the candidate, developed  
817 collaboratively, or based largely on the work of another faculty member.
- 818 c. Teaching Portfolio: The candidate should include the teaching portfolio he/she  
819 has compiled at Georgia State for the review period (see Section VI.E above for  
820 guidelines on the number of years of review materials to submit for the different  
821 review periods). As described in the college's teaching assessment policy,  
822 teaching portfolios shall include numerical evaluations for all courses and a list  
823 of all independent studies, theses, and other such courses one has directed. In  
824 addition, faculty shall include in the portfolios more complete data (syllabi,  
825 exams, written student evaluations and other materials) from two courses per  
826 year - one a specialty course and one a more general course. In consultation with  
827 the department chair, faculty members shall vary the courses in the portfolio so  
828 that it will contain a broad representation of the courses they have taught  
829 (including summers, if applicable).
- 830 d. Student Evaluations (include summers, if applicable): Summary of questions 1-  
831 17 on the student questionnaire must be provided for courses taught as the  
832 instructor of record during the review period. The candidate must provide  
833 standardized summaries of student evaluation numerical scores from a crystal  
834 report (no comments) and student evaluations from GoSOLAR (with written  
835 comments). Department chairs will assist the candidates in obtaining these  
836 materials.
- 837 e. New Courses/Teaching Programs Developed: List and generally describe role  
838 played in the development of the course.
- 839 f. Teaching Funding: Describe all intramural and extramural funding of teaching

- 840 initiatives.
- 841 g. Published Materials: Include copies of articles, textbooks, creative activities, or  
842 any other material publications related to the candidate's instruction.
- 843 h. Additional Teaching: Include other activities directly related to classroom  
844 teaching. Examples may include honors or special recognition for teaching.  
845 Departments may specify additional requirements in the departmental  
846 guidelines.
- 847 6. Research (Professional Development) Activities (if appropriate): Departments may  
848 specify that a faculty member can provide information on research activities, such  
849 as publications of their research and scholarship, creative activities, performances,  
850 exhibitions, conference presentations, grants applied for and/or funded, and  
851 collaborations, as they bear on the academic professional's service and teaching  
852 responsibilities.

### 853 **F. Five-year Structured Review**

854 As described in the university manual, structured reviews are intended to provide a longer-  
855 term perspective than is usually provided by an annual review. Faculty members who have  
856 been promoted to the senior academic professional rank will go through a structured  
857 cumulative review in the fifth year following promotion and in each fifth year following the  
858 previous cumulative review (NTT Post-Promotion Review).

859 Senior academic professionals will provide all required materials to the chair. The review  
860 materials consist of the following:

- 861 1. Cover Page: Includes the candidate's name, department, and date of appointment at  
862 Georgia State University.
- 863 2. Updated curriculum vitae.
- 864 3. Summary of Essential Functions / Responsibilities (submitted by the department  
865 chair): Describe the candidate's primary responsibilities under the general  
866 categories of Teaching and Service.
- 867 4. Annual reports for each of the years under review.
- 868 5. (If their workload includes teaching) Teaching Portfolio: The candidate should  
869 include the teaching portfolio he/she has compiled at Georgia State for the review  
870 period (see Section VI.E above for guidelines on the number of years of review  
871 materials to submit for the different review periods). As described in the college's  
872 teaching assessment policy, teaching portfolios shall include numerical evaluations  
873 for all courses and a list of all independent studies, theses, and other such courses  
874 one has directed. In addition, faculty shall include in the portfolios more complete  
875 data (syllabi, exams, written student evaluations and other materials) from two  
876 courses per year - one a specialty course and one a more general course. In  
877 consultation with the department chair, faculty members shall vary the courses in  
878 the portfolio so that it will contain a broad representation of the courses they have  
879 taught (including summers, if applicable).



880 6. (If their workload includes teaching) Perception of Students (include summers, if  
881 applicable): The candidate must include standardized summaries of student  
882 evaluation numerical scores from a Crystal Report (no comments) and student  
883 evaluations from GoSOLAR (with written comments) for the review period at  
884 Georgia State University. Department chairs will assist the candidates in obtaining  
885 these materials.

886 The chair will provide this material to a departmental committee. This is a committee  
887 composed of at least three tenured faculty and senior academic professionals (with  
888 representation from each rank required). This committee will use the departmental NTT  
889 faculty review guidelines to provide a written assessment of effectiveness in service and  
890 teaching to the departmental chair.

891 The chair will provide a written assessment of the faculty member's effectiveness in service  
892 and teaching, as well as an assessment of the departmental need for this position. The chair  
893 will forward all review materials (i.e., his or her recommendation and the committee  
894 report) to the Dean's Office.

895 The assessment statements of the departmental committee and department chair will  
896 address whether the faculty member is performing at the level necessary for  
897 reappointment, whether the faculty member is progressing toward promotion, and they  
898 will identify opportunities that will enable the candidate to reach his/her full potential in  
899 terms of contribution to the university. The Dean's Office will evaluate the material and  
900 provide any necessary response by the date designated by the Board of Regents for  
901 contract renewal. After completion of all assessments, a conference will be held between  
902 the chair and the faculty member to discuss the results of the review and to make further  
903 recommendations to the faculty member.

#### 904 **G. Academic Professionals Hired at the Rank of Senior Academic Professional**

905 All academic professionals whose initial appointment at GSU is at the rank of senior  
906 academic professional shall have a third year review and subsequent reviews every five  
907 years.

908 **VII. RESEARCH FACULTY REVIEW**

909 The primary responsibility of Research Faculty is to conduct research. The purpose of  
910 Research Faculty appointments, based on available external funding, is to increase the  
911 research, scholarly, and creative efforts of the University. Research Faculty will work either  
912 in close collaboration with other faculty and/or will carry out independent research that  
913 builds upon an explicit area of focus for the University. Research Faculty salaries are  
914 primarily from research grants or other sources of external funds (non-general state  
915 funds). Research Faculty hold a terminal degree in their discipline, have demonstrated  
916 evidence of independent research careers (non-independent investigators should be  
917 appointed at the post-doctoral level), and concentrate primarily on research. Appointments  
918 of members of the Research Faculty are renewable on an annual basis upon satisfactory  
919 review and available external funding.

920 Further details regarding the research faculty position are in the GSU document entitled,  
921 “Policy on Research Assistant Professors, Research Associate Professors, and Research  
922 Professors,” available online at [http://www2.cas.gsu.edu/docs/admin/facrev/r-  
923 ntt\\_gsu.pdf](http://www2.cas.gsu.edu/docs/admin/facrev/r-ntt_gsu.pdf).<sup>3</sup>

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<sup>3</sup> The college is temporarily housing the university policy on our file server.

The college is developing a full section for research faculty that includes process information, dossier instructions and general review criteria along the lines of sections V and VI.

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**APPENDIX A:**  
**SUMMARY OF COURSES TAUGHT, 20XX TO 20XX**

Please provide a list of courses taught and the role he/she played in the course (i.e., instructor of record, assisted instructor, laboratory instructor, or assisted laboratory instructor).

<b>Semester / year</b>	<b>Course Number</b>	<b>Title</b>	<b>Number of Students</b>	<b>Role</b>
<i>Fall/02</i>	<i>Bio 1107</i>	<i>General Biology</i>	<i>125</i>	<i>Instructor of Record</i>

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**APPENDIX B:**

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**NTT RANK EQUIVALENCY CHART FOR THE PURPOSE OF COMPOSING PROMOTION  
REVIEW COMMITTEES**

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**COLLEGE OF ARTS AND SCIENCES**

	<b>Junior Rank:</b>	<b>Senior Rank:</b>	<b>Highest Rank:</b>
<b>Lecturer Track:</b>	Lecturer	Senior Lecturer	Principal Senior Lecturer
<b>Academic Professional Track:</b>	Academic Professional Associate <sup>4</sup>	Academic Professional	Senior Academic Professional
<b>Research Faculty Track:</b>	Assistant Research Professor	Associate Research Professor	Research Professor

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<sup>4</sup> The Academic Professional Associate rank is not used in the College of Arts and Sciences, currently.