Non-Tenure Track
Promotion Manual
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INTRODUCTION

It is the policy of the School of Public Health (SPH) to base promotion-decisions on impartial and informed evaluations of the qualifications of all candidates. Excellence in three areas: (1) Teaching (referred to as “Instruction”); (2) Research, Scholarly and Creative Activities (referred to as “Scholarship”); and (3) Service shall be the standard against which these qualifications will be evaluated; however, it is recognized that each non-tenure track (NTT) faculty member’s responsibilities in each of these activities will be discipline-specific and related to one’s job description and duties. The SPH is committed to providing an environment in which all members of the non-tenure track faculty have the opportunity and resources needed to achieve the qualifications and productivity necessary for promotion to higher rank as well as to foster ongoing professional development.

This document is intended to provide the SPH non tenure-track faculty with essential information about the promotion criteria, standards, and review processes of the SPH, including the responsibilities of candidates for promotion, the SPH NTT Promotion Committee, and the Dean of the SPH.

The policies and procedures contained in this document are supplementary to the policies of the Board of Regents of the University System of Georgia, the Georgia State University Statutes, the Georgia State University Promotion Manual for Non-Tenure Track Faculty, and provisions contained in the Georgia State University Faculty Handbook. The GSU documents are available on the university’s website. The provisions of those documents that control the SPH policy and procedure are incorporated herein by reference. Any perceived conflict between SPH and GSU or BOR policy will be resolved by compliance with the higher level policy.

A candidate for promotion is bound by the SPH’s NTT Promotion Manual in effect on January 1 of the calendar year in which the SPH reviews of the candidate occur. (GSU Promotion Manual for Non-Tenure Track Faculty)

Candidates’ dossiers are considered on their own merits according to the guidelines in effect at the time of their declarations of candidacy. The SPH does not operate under any “quota system” for the number of promotions recommended, nor does it compare current candidates with candidates in previous years. Recommendations will be made in light of the standards in effect at the time of declaration of candidacy.

All deliberations in the promotion process are to be conducted in a spirit of confidentiality.
POLICIES ON PROMOTION

I. GENERAL POLICIES

Every NTT faculty member has a responsibility to be aware of the contents of this manual, including current deadlines contained in Appendix A. The exact dates may change depending on the promotion calendar set forth by the Office of the Provost and this calendar will be communicated to SPH faculty in advance of each year’s promotion cycle.

Candidates are notified of their eligibility for promotion by the office of the Dean. A faculty member seeking promotion during the upcoming academic year must declare his/her candidacy in writing to the chair of the SPH NTT Promotion Committee and the Dean. A candidate seeking promotion has the right to withdraw from further consideration (see Appendix A for timeline).

Records of all School deliberations shall be kept on file in the SPH. Access to these materials is limited to the members of the Committee, the administrative secretary to the Committee, administrative officials in the SPH Dean’s office, and the University administrators charged with the responsibility for reviewing candidates for promotion.

The Office of the Dean shall retain in its files all materials submitted by the SPH NTT Promotion Committee. All materials submitted by the candidate shall be returned to the candidate no later than one calendar year after the Provost completes all reviews.

II. LIST OF NTT FACULTY POSITIONS AND RANKS

The following NTT faculty positions are in use or plan to be in use in the SPH:

1. Clinical Faculty
   Ranks: Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor

2. Research Faculty
   Ranks: Research Assistant Professor, Research Associate Professor, Research Professor

3. Lecturer
   Ranks: Lecturer, Senior Lecturer, Principal Senior Lecturer

4. Academic Professional
   Ranks: Academic Professional, Senior Academic Professional

III. DESCRIPTION OF NTT DUTIES & RESPONSIBILITIES

These descriptions provide a general context for each of the NTT positions. Each NTT faculty member shall have a job description that outlines more specific workload expectations (within the parameters as outlined below) as unique to his/her position and
role in the academic unit(s). For purposes of this document, an SPH “academic unit” includes the divisions, research centers operating within those divisions, and the Office of Academic Affairs.

1. Clinical Faculty

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

- Teaching courses related to the profession and/or professional practice;
- Providing practical instruction and application of practical knowledge;
- Supervising and teaching in clinical and/or community settings;
- Teaching and/or supervising applied clinical courses;
- Providing academic instruction in skills relevant to the practice of a specific discipline;
- Providing training and supervision/consultation with students and professionals to help them acquire clinical skills for the profession;
- Coordinating and supervising clinical practices, student field experiences, and internships;
- Teaching and advising students in professional academic programs;
- Curriculum and program implementation development and refinement for academic and professional/community programs;
- Providing services or out-of-class educational opportunities for students; and,
- Providing consultation with community professionals and organization on program implementation.

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

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

2. Research Faculty

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

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

**Service:** As part of their workload, Research Faculty may be expected to engage in service activities. Among such service would be providing academic advisement to students.

3. **Lecturer**

**Teaching:** The primary responsibility of Lecturers is teaching.

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

**Research:** Lecturers are not required to engage in research activities. Nonetheless, Lecturers are expected to be familiar with current trends and methods in their discipline.

4. **Academic Professional**

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

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

The Academic Professional position requires an appropriate terminal degree.

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

- Managing instructional laboratories;
- Assuming academic program management roles not suited for expectations applied to tenure-track faculty members, operating instructional technology support programs;

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1 Promotion to Senior Academic Professional for individuals initially hired as Academic Professionals in 2012 or prior does not required an earned doctoral or terminal degree.
• Being responsible for general academic advising;
• Assuming professional student counseling center responsibilities, providing specialized skill acquisition training as support for academic programs;
• Working with tenure-track faculty members in course and curriculum development and in the laboratory.

Note: Since Service is the primary responsibility of Academic Professionals, the SPH has expanded the criterion of service to encompass the various job duties SPH Academic Professionals perform for the SPH (traditional service, program development, office and program administration and management, supervision of students, faculty and staff, and outreach) in Appendix F.

There are up to 8 appropriate Service rating criteria for each Academic Professional—traditional, program operations, program development, program administration and management, program supervision, and/or outreach—from Appendix F should be determined upon hiring (or immediately upon adoption of this manual for current employees) and provided to the Academic Professional in writing.

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

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

Note: In keeping with SPH categories, teaching is hereafter referred to as instruction, and research is hereafter referred to as scholarship.

IV. ELIGIBILITY POLICIES

1. Educational Requirements

An earned doctoral degree is required for NTT faculty seeking promotion to the rank of clinical assistant professor, clinical/research associate professor, clinical/research professor, senior lecturer, or principal senior lecturer except in cases of “degree equivalents” as stated in the Regents’ policies and University statutes, and as made explicit and applicable for SPH.

2. Promotion Timetable

<table>
<thead>
<tr>
<th>For Promotion To:</th>
<th>Must Serve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Assistant Professor</td>
<td>4 years as Clinical Instructor</td>
</tr>
<tr>
<td>Clinical / Research Associate Professor</td>
<td>4 years as a Clinical/Research Assistant Professor</td>
</tr>
<tr>
<td>Clinical / Research Professor</td>
<td>4 years as a Clinical/Research</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Position</th>
<th>Tenure Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>5^{2} years as a Lecturer</td>
</tr>
<tr>
<td>Principal Senior Lecturer</td>
<td>4 years as a Senior Lecturer</td>
</tr>
<tr>
<td>Senior Academic Professional</td>
<td>4 years as an Academic Professional</td>
</tr>
</tbody>
</table>

### 3. Early Promotion

Consideration for early promotion should occur only in cases in which a clear indication of exceptional merit exists. Consistent with time-in-rank requirements, candidates should be encouraged to take ample time to demonstrate fully their merits and accomplishments.

A maximum of three years’ credit towards the Georgia State University service period may be allowed based on previous service by the candidate at another institution or within Georgia State University (e.g., visiting faculty). Such credit for prior service shall be approved in writing by the Provost (GSU Promotion Manual for Non-Tenure Track Faculty, Section IV., p.10).

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\(^2\)A lecturer is eligible to apply and be considered for promotion to senior lecturer in the fifth year of service, to be effective at the beginning of the seventh year of service.
The promotion process in the School of Public Health begins with the Dean’s Office notifying all candidates of their eligibility for promotion. Due to the relatively small size of the School of Public Health (SPH) as well as the absence of traditional “departments” within the SPH, there is no academic unit-level committee review for the promotion of SPH NTT faculty. The procedure and the criteria to be used for evaluating a candidate are those described in the SPH’s Non-Tenure Track Promotion Manual that is in effect on January 1 of the calendar year in which the SPH reviews of the candidate occur. NTT faculty who wish to apply for promotion will submit an application and supporting materials, which will be reviewed in turn by the SPH’s NTT Promotion Committee and the Dean by the due dates found in Appendix A. The supporting materials submitted by NTT faculty seeking promotion will be tailored to the particular responsibilities and rank of the NTT faculty member seeking promotion.

I. SCHOOL-LEVEL REVIEW

1. School of Public Health NTT Promotion Committee

The School of Public Health Non-Tenure Track Promotion Committee (SPH NTT Promotion Committee) is charged by the Bylaws of the School of Public Health with making recommendations to the Dean regarding the promotion of all candidates. The SPH NTT Promotion Committee is charged with reviewing and evaluating the candidate’s dossier. The chair of this committee will report its NTT promotion recommendations to the Dean, who may choose to also consult with the appropriate administrator (e.g., the candidate’s supervisor, Center directors, etc.).

The SPH NTT Promotion Committee consists of representatives from the School of Public Health. All members must be at a higher rank than the candidate for promotion. The committee shall consist of three (3) members, with at least 2 of the 3 members being of non-tenure track faculty. If there are no NTT faculty at ranks above the candidate’s current rank, appropriate NTT faculty from related units outside the SPH shall be considered. The committee members are appointed by the SPH Dean and/or the SPH Associate Dean of Faculty Affairs. The promotion committee members will select their chair. No NTT, Tenured, or Tenure-Track (TT) faculty member may serve at more than one level of review.

2. Evaluation of Candidates

**SPH NTT Promotion Committee**

The SPH NTT Promotion Committee reviews the candidate’s dossier and other related materials within the timeframe specified in the calendar (see Appendix A). The SPH NTT Promotion Committee is charged with evaluating the candidate for promotion, according to the published criteria and standards of the SPH NTT Promotion Manual and the candidate’s job description and responsibilities. Specifically, it seeks to ascertain whether or not sufficient evidence has been presented regarding the quality of the candidate’s activities, accomplishments, contributions, etc.
If, as a result of its deliberations, the SPH NTT Promotion Committee concludes that a positive recommendation for promotion is warranted, it will so recommend and also provide a summary of this record and evaluations as part of its report to the Dean. If the SPH NTT Promotion Committee concludes that a positive recommendation is not justified by the record and their evaluation, it will recommend against promotion and also provide a summary of the record and evaluations in its report to the Dean. The report of the SPH NTT Promotion Committee must be signed by the committee chair and all committee members who agree with the recommendation and justification. Committee members who do not agree with the recommendation or justification, must so indicate in writing. Dissenting members of the committee may provide a single joint statement. Alternatively, any member of the committee may provide a separate statement indicating differences of opinion in the justification, in the recommendations, and in the reasons for these recommendations.

The Dean will inform the candidate in writing of the recommendation received from the SPH NTT Promotion Committee within five (5) business days upon receipt of the committee’s letter. When sent to the candidate, the committee report, including any dissent letters, may have the signature page or section that identifies committee members by name removed. The candidate has the right to respond in writing to the SPH NTT Promotion Committee’s evaluation, and a copy of the candidate’s response will be included in the dossier reviewed at all higher levels. The candidate will have three (3) business days upon receipt of the SPH Committee recommendation in which to respond.

**SPH Dean**

The Dean reviews and evaluates the recommendation from the SPH NTT Promotion Committee and accompanying materials considered by the SPH NTT Promotion Committee. The Dean will forward his/her recommendation letter and the candidate’s dossier and other related materials to the Provost within the timeframe specified in the calendar (see Appendix A). This recommendation is accompanied by:

(A) Copy of the evaluation from the SPH NTT Promotion Committee, including any minority reports from the committee;
(B) Any written response from the candidate; and
(C) Any other documentation requested by the Office of the Provost.

The Dean will notify the candidate in writing by the date specified in the calendar (Appendix A). A candidate, who is not recommended by the Dean, may appeal the Dean’s decision to the Provost. The candidate shall have ten (10) business days upon receipt of the Dean’s written decision to submit a written appeal. The grounds for appeal shall only be those that involve errors of due process (see GSU Promotion Manual for NTT Faculty, section VII. Appeals).

**Candidate Withdrawal from Promotion Consideration**

A candidate may exercise the right to withdraw the dossier and application for promotion. A candidate who wishes to withdraw from further consideration may do so by informing the Dean in writing with a copy sent to the SPH NTT Promotion Committee. After
receipt of the SPH NTT Promotion Committee’s letter or the Dean’s letter, the candidate has ten (10) business days from the receipt of the respective letter in which to submit a letter withdrawing from further consideration.

II. UNIVERSITY-LEVEL REVIEW

The Provost’s review and President’s review of the candidate are outlined in the *GSU Promotion Manual for NTT Faculty* (Section VI. Promotion Process).
CRITERIA FOR EVALUATING CANDIDATES FOR PROMOTION IN THE SCHOOL OF PUBLIC HEALTH

I. EDUCATIONAL REQUIREMENTS

An earned doctoral degree is required for NTT faculty seeking promotion to the rank of clinical assistant professor, clinical/research associate professor, clinical/research professor, senior lecturer, or principal senior lecturer except in cases of “degree equivalents” as stated in the Regents’ policies and University statutes, and as made explicit and applicable for SPH.

II. PROMOTIONAL RATINGS CATEGORIES

Per the GSU Promotion Manual for NTT Faculty, the NTT faculty member’s activities and accomplishments will be evaluated as high quality, excellent, and sustained excellence & continued growth in the three performance areas of instruction, scholarship, and service, as applicable.

Promotion is granted on the basis of a NTT faculty member’s accomplishments evaluated according to the criteria for promotion as outlined below and in Appendices E-G. The candidate’s job description, and any modification of it over time, must be used as context for alignment with the performance expectations and rating categories (e.g., research faculty with teaching assignments). The weight of the following three categories are determined by the candidate’s job description and the faculty member(s) who is/are supervising the candidate. The weight of the three categories should be determined upon hiring and be made known in writing to the faculty member(s) in the initial, written appointment. Any adjustment made to the weight of the categories should be made known in writing to the faculty member(s) at the time of the adjustment and/or the time of the faculty member’s subsequent renewal. The minimum ratings required for promotion at each rank are outlined below.

1. CLINICAL AND RESEARCH FACULTY

Promotion to Clinical Assistant Professor

In order to be promoted to the rank of Clinical Assistant Professor, a Clinical Instructor must be judged excellent in instruction and high quality in scholarship (if applicable) and service.

<table>
<thead>
<tr>
<th>Clinical Assistant Professor</th>
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</thead>
<tbody>
<tr>
<td>Instruction:</td>
</tr>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Scholarship:</td>
</tr>
<tr>
<td>High quality, if applicable</td>
</tr>
<tr>
<td>Service:</td>
</tr>
<tr>
<td>High quality, if applicable</td>
</tr>
</tbody>
</table>
Promotion to Clinical or Research Associate Professor

In order to be promoted to the rank of Clinical Associate Professor, a Clinical Assistant Professor must be judged *excellent* in instruction and *high quality* for scholarship and service, if applicable.

In order to be promoted to the rank of Research Associate Professor, a Research Assistant Professor must be judged *excellent* in scholarship and *high quality* for instruction and service, if applicable.

<table>
<thead>
<tr>
<th>Clinical Associate Professor</th>
<th>Research Associate Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction:</strong></td>
<td><strong>Scholarship:</strong></td>
</tr>
<tr>
<td>Excellent</td>
<td>High quality, if applicable</td>
</tr>
<tr>
<td><strong>Scholarship:</strong></td>
<td><strong>Service:</strong></td>
</tr>
<tr>
<td>High quality, if applicable</td>
<td>High quality, if applicable</td>
</tr>
</tbody>
</table>

Promotion to Clinical or Research Professor

In order to be promoted to the rank of Clinical Professor, a Clinical Associate Professor must be judged as showing *sustained excellence & continued growth* in instruction and *high quality* in both scholarship and service, if applicable.

In order to be promoted to the rank of Research Professor, a Research Associate Professor must be judged as showing *sustained excellence & continued growth* in scholarship and *high quality* in instruction and service, if applicable.

The rating of *sustained excellence & continued growth* is defined as competence and effectiveness in the respective assessment area.

<table>
<thead>
<tr>
<th>Clinical Professor</th>
<th>Research Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction:</strong></td>
<td><strong>Scholarship:</strong></td>
</tr>
<tr>
<td>Sustained Excellence &amp; Continued Growth</td>
<td>High quality, if applicable</td>
</tr>
<tr>
<td><strong>Scholarship:</strong></td>
<td><strong>Service:</strong></td>
</tr>
<tr>
<td>High quality, if applicable</td>
<td>High quality, if applicable</td>
</tr>
<tr>
<td><strong>Service:</strong></td>
<td></td>
</tr>
<tr>
<td>High quality, if applicable</td>
<td>High quality, if applicable</td>
</tr>
</tbody>
</table>
2. LECTURER

Promotion to Senior Lecturer

<table>
<thead>
<tr>
<th>Senior Lecturer</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Excellent</td>
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</tr>
<tr>
<td>Scholarship</td>
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</tr>
<tr>
<td>Service</td>
<td>High quality, if applicable</td>
<td>504</td>
</tr>
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</table>

Promotion to Principal Senior Lecturer

The rating of sustained excellence & continued growth is defined as competence and effectiveness in instruction.

<table>
<thead>
<tr>
<th>Principal Senior Lecturer</th>
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</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Sustained Excellence &amp; Continued Growth</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>N/A</td>
<td>515</td>
</tr>
<tr>
<td>Service</td>
<td>High quality, if applicable</td>
<td>517</td>
</tr>
</tbody>
</table>

3. ACADEMIC PROFESSIONAL

Promotion to Senior Academic Professional

The rating of sustained excellence & continued growth is defined as competence and effectiveness in service.

<table>
<thead>
<tr>
<th>Senior Academic Professional</th>
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<tbody>
<tr>
<td>Instruction</td>
<td>High quality, if applicable</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>High quality, if applicable</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>Sustained Excellence &amp; Continued Growth</td>
<td></td>
</tr>
</tbody>
</table>
III. TERMS OF EVALUATION

The evaluations should take into account the range of and emphasis on instruction, scholarship, and service, which will differ for each candidate depending on: (1) the NTT position (clinical faculty, research faculty, lecturer, and academic professional); (2) the NTT faculty job description, expectations, and responsibilities and workload distribution; and (3) primary appointment in one of the School’s research centers or in one of the academic units, if applicable.

1. Evaluating NTT Faculty

**Evaluation of Instruction**: Clinical and Lecturer NTT faculty are expected to participate in instruction, and therefore are to be evaluated in this category. Research and Academic Professional NTT faculty may participate in instruction, and therefore, this area can be evaluated at N/A. Contributions in the area of instruction will be evaluated based on the criteria listed in Appendix D.

**Evaluation of Scholarship**: Research NTT faculty are expected to engage in scholarship, and therefore are to be evaluated in this category. Clinical and Academic Professional NTT faculty may participate in scholarship, and therefore, this area can be evaluated at N/A. Contributions in the area of scholarship will be evaluated based on the criteria listed in Appendix E.

**Evaluation of Service**: Academic Professional NTT faculty are expected to participate in service; however the degree to which they are involved in service related activities is contingent upon their job description and duties. Academic Professionals participate in varied forms of service, and contributions in the area of service will be evaluated based on the 4 to 8 service criteria that apply to each candidate’s unique Academic Professional position. Clinical, Research, and Lecturer NTT faculty may participate in service, and therefore, this area can be evaluated at N/A. Contributions in the area of service will be evaluated based on the criteria listed in Appendix F.
DIRECTIONS TO CANDIDATE FOR SUBMITTING MATERIALS FOR PROMOTION

I. INSTRUCTIONS AND COMMENTS ON SUBMISSION OF DOSSIER

In order to determine whether or not candidates meet the criteria given in the SPH’s Non-Tenure Track Promotion Manual, the SPH NTT Promotion Committee will review the credentials of NTT candidates in the applicable areas of instruction, scholarship, and service. This review will consider only the material and documentation present in a candidate’s dossier. In each of the main areas, the School’s Non-Tenure Track Promotion Manual identifies major categories or subsections into which the activities of most candidates can be logically divided; however, some candidates may not have activities to report in all of the categories.

Each candidate must submit a dossier with documentation that describes his/her activities. The dossier should be able to make the case by itself (i.e., without formal or informal oral discussion, or presentations) with respect to the candidate’s qualifications. An electronic PDF copy of the dossier is required to facilitate a timely review by the various parties included in the review process. The appropriate administrator should provide a statement of the workload distribution and the duties and responsibilities pertaining to the candidate to be included in the dossier (GSU Promotion Manual for Non-Tenure Track Faculty, p. 14).

Each candidate must submit a complete curriculum vitae and a dossier that describes activities completed since arriving at Georgia State University or since the first positive committee recommendation for promotion to current rank at Georgia State University, whichever is relevant. Candidates who receive probationary credit may submit work done during the period for which such credit is given.

Candidates must refer to the NTT promotion calendar found in Appendix A for timeline and submission deadlines for each step. The candidate submits a complete dossier (electronically as a single PDF file) to the SPH NTT Promotion Committee Chair by the date specified on the calendar. The candidate may submit to the dossier supplemental materials can be added to the dossier until the SPH NTT Promotion Committee makes its recommendation to the Dean. The supplemental materials will be provided to the committee chair, who will notify all members of the SPH NTT Promotion Committee that additional materials have been added to the dossier. Once the committee has made its recommendation, no material may be added to the dossier. The dossier is considered closed as of this date, and all parties involved in the review of the candidate’s credentials will have access to exactly the same information in the dossier.

Once a dossier is submitted to the SPH Committee on NTT Promotion, it can be viewed only by committee members, the administrative secretary of the committee, and administrative officials at the SPH (Dean’s Office) and the University charged with the responsibility for reviewing candidates for promotion. This policy is strictly enforced.
Candidates must follow the directions for categorizing supporting evidence submitted on instruction, scholarship, and service. The categories given for the division of materials in these areas should not be regarded as limiting or exclusive, and candidates may make additions.

II. INSTRUCTIONS FOR ELECTRONIC FORM OF DOSSIER

All materials should be placed in one electronic PDF document. The dossier may be returned for revision if the materials in the dossier are not submitted in the standard format.

III. FORMAT FOR DOSSIER

1. The dossier begins with a cover page(s) that includes the candidate’s name, highest degree, present rank, academic unit(s), research affiliation(s) if any, date of appointment at Georgia State University (full or part-time status indicated) and rank awarded, number of credits for years of prior service, dates and places of previous promotions, and proposed rank. The following format should be used (lines not applicable should be omitted):

   Name  
   Highest Degree  
   Present Rank  
   Academic Unit(s), If Any  
   Research Center Affiliation(s), If Any  
   Date of GSU Appointment and Rank Awarded  
   (A copy of the letter stating the award should be attached)  
   Dates and Places of Previous Promotions and Ranks Awarded  
   Proposed Rank  

2. Table of Contents. List the following items included in dossier: 1) SPH NTT Promotion Committee Recommendation, 2) SPH Dean’s Recommendation, 3) Workload Statement, 4) CV, 5) Concise/Narrative Statement for NTT Faculty, and 6) Lists of Accomplishments and Supporting Evidence.

3. Workload Statement. A statement of the candidate’s workload distribution and job responsibilities and duties from the appropriate administrator. If the job responsibilities have changed over time (e.g., increase or decrease in teaching responsibilities), it should be stated here.

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3 SPH NTT Promotion Committee’s recommendation to be added to the dossier by the SPH NTT Promotion Committee after their review.

4 SPH Dean’s recommendation to be added to the dossier by the Dean after his/her review.
4. **CV** in the format specified in Appendix B.

5. **Concise/Narrative Statement for NTT Faculty.** A candidate may include a concise statement or a narrative statement, not both—submit whichever is most appropriate to their job position. To avoid confusion around a missing concise or narrative statement, this document will be titled “Concise/Narrative Statement for NTT Faculty” in the dossier.

A concise statement of candidate’s teaching philosophy and evidence of teaching performance, area of research and evidence of research/scholarly productivity including external assessment of the candidate’s work in the form of citations or book reviews, and description of service activities. The concise narrative should not exceed 3 single-spaced pages. The statement should reflect the candidate’s job responsibilities and highlight key accomplishments.

A narrative statement provides the candidate an opportunity to link his/her accomplishments to the criteria for promotion. Each narrative statement is to be no longer than 2 single-spaced pages. Each narrative statement should include information about the percentage of time devoted to each area. A narrative statement should be written for each area applicable to the candidate’s position: summary and self-evaluation of instruction, summary and self-evaluation of scholarship, and summary and self-evaluation of service.

6. Lists of Accomplishments and Supporting Evidence for **Instruction, Scholarship, and Service**, as follows:

Most of the materials submitted by a candidate can be placed in one of the categories listed in the next section of the School’s NTT Promotion Manual for instruction, scholarship, or service. Materials inappropriate for listed categories must be placed in a separate category at the end of the area. This section includes accomplishments for a specific category in list form. The supportive documentation should be placed immediately after and in the same order used in the list for each specific category.

Explicit instructions are given in the following sections for the arrangement of the lists of accomplishments and the supporting documentation.

**The SPH NTT Promotion Committee will add their recommendation and evaluation of the candidate, and the candidate’s written response to the committee’s recommendation letter (if submitted by the candidate) to the dossier before the committee forwards the dossier to be reviewed by the Dean. The Dean will add his/her recommendation and evaluation of the candidate, and the candidate’s written response to the Dean’s recommendation letter (if submitted by the candidate) to the dossier before the Dean forwards the dossier to be reviewed by the Provost’s office.**
IV. CATEGORIES FOR INSTRUCTION

As stated in the section on criteria, Georgia State University requires the services of teacher-scholars who are now contributing significantly in the area of instruction and for whom there exists ample evidence that this activity will continue in the future. Information provided by candidates to document their contributions in the areas of instruction must be divided into the sections listed below:

1. **Courses Taught:** The candidate must provide a copy of the most recent syllabus used for each course taught since he/she was hired or last promoted. Only one syllabus for each different course is required. The candidate must provide a list of courses taught indicating the quarter or semester, the title and course number, and the number of students in the course.

2. **Perception of Students:** Summary of the student questionnaires must be provided for courses taught. Written comments may be included.

3. **Course Development:** Provide evidence of significant development of new or revised courses, programs, and/or instructional methods.

4. **Honors or Special Recognition for Instruction:** These should be listed in tabular form.

5. **Independent Studies, Honors Theses, Theses, and Dissertations:** for each item include the name of student, title of project, date completed, and candidate’s role.

6. **Published Materials:** Textbooks and published articles related to the candidate’s teaching (candidate as author). An electronic copy of each article (and textbooks if available) must be provided.

7. **Other Materials** that bear on the evaluation of instruction. Candidates are encouraged to include in their dossiers as many as possible of the materials identified by them as relevant to the assessment of instruction. It is important to note that a candidate must not solicit letters of support from students, faculty colleagues, or friends and include those letters in the dossier. **Note:** In particular, some NTT faculty members, such as academic professionals, may not have any of the above sections, may have additional sections other than those listed above, or both.

V. CATEGORIES FOR SCHOLARSHIP

Typically, all of a candidate’s accomplishments in this area can be listed logically in one of the categories shown below. If this is not the case for some items, the candidate may create new categories and list the accomplishments under the new headings.
For multiple-authored works and collaborative projects, the candidate should assess and explain in detail the degree of the candidate’s contribution to the work.

1. Participation in Professional Associations:
A list of memberships in professional associations and participation at professional meetings should be provided. Items in this category should be arranged as follows:

A. Memberships in Professional Associations.
   List current memberships.

B. Presentations at Professional Meetings and Conferences
   Title and date of presentation, name and location of meeting. A one or two sentence description of the presentation.

C. Offices Held in Professional Associations.
   Title, dates of term, and methods of selection.

2. Scholarly Writings in Journals, Books, Monographs, and Reviews:
**Provide copies of items listed in paragraphs A, B, C, and D below.

A. Published Articles and Those Accepted for Publication.
   Title of article, journal, volume, date (or projected date of publication), names of the authors as they appear in print, and a one or two sentence description of the publication, including an assessment of its contributions to the discipline. Clear indication should be given of whether the article has been published or accepted for publication, and whether the journal is refereed.

B. Published Books and Monographs and Those Accepted for Publication.
   Title, publisher, and date of publication or projected publication, and a one or two sentence description of the work, including an assessment of its contribution to the discipline. For works only accepted for publication, clear indication should be given of whether an item is a book manuscript in press and scheduled for publication at a more or less definite date, or a book project for which a contract has been awarded and a manuscript is to be submitted to the publisher in the future.

C. Reports, Essays, Book Chapters.
   Title, where published, and date of publication or projected publication, and a one or two sentence description of the work, including an assessment of its contribution to the discipline.

D. Book Reviews.
   Title, author, place of appearance, and date of publication or projected publication.
3. **Awards and Grants:** List scholarships, fellowships, travel awards, professional development grants, grants funded by local agencies, and grants from national agencies. Indicate the amount of the award, the schedule of funding, the period of the award, and the precise role of the investigator and any other co-principal or co-investigator in the research or creative activities funded.

4. **Significant Professional Services:** List memberships on editorial boards, activities as referee for scholarly journals, activities as referee for granting agencies, memberships on evaluation panels, and services as critic, juror, and/or consultant for professional organizations. The list should include dates of service.

5. **Recognition by National, Scholarly, and Professional Associations:** List and include titles of honors, awards, fellowships, and internships.

6. **General Recognition Within One’s Field:** List requests for colloquium presentations or workshops, reviews of publications, and citations and references to the candidate’s work by others.

7. **Specialized Professional Activities Appropriate to the Discipline:** Included here are materials for which descriptions are not presented in any of the other categories above.

8. **Other Materials** that bear on the evaluation of scholarship. Candidates are encouraged to include in their dossiers as many as possible of the materials identified by them as relevant to the assessment of scholarship.

*Note:* Some NTT faculty members, such as academic professionals, may not have any of the above sections, may have additional sections other than those listed above, or both.

**VI. CATEGORIES FOR SERVICE**

The SPH NTT Promotion Committee considers only service activities related to the candidate’s areas of professional competence and job responsibilities. Normally, all of a candidate’s accomplishments in this area can be listed logically in any of the categories given below. If this is not the case for some items, the candidate may create new categories and list the accomplishments under the new headings.

Service open to any responsible citizen must not be included. Extra remuneration for academic or public service should not preclude its inclusion. However, such service will be considered primarily on the basis of its direct benefits to Georgia State University. In areas where a candidate believes substantial contributions have been made (as may be indicated in the candidate’s statement on service), it is appropriate for the SPH NTT Promotion Committee to solicit information about the effectiveness or importance of the candidate’s service and to speak to this effectiveness and importance in its letters.
1. **Assistance and Availability to Colleagues:** List consultation about educational problems, reviews of manuscripts, collaboration on research projects, assistance with projects, and contributions to programs in other concentrations, areas, or colleges. The candidate should indicate ways in which he/she regularly make himself/herself accessible to his/her colleagues.

2. **Contributions to Unit:** List memberships on unit committees, development of programs, and activities. List only contributions not already included in instruction or scholarship.

3. **Contributions to Research Centers:** List formal associations and appointments in research centers, and projects, programs, reports, committees, grant submissions, and presentations in which the candidate has participated under the aegis of these centers.

4. **Committee Responsibilities at the School/College, University or System Level:** List committees and periods of service.

5. **Support of Local, State, National or International Organizations:** List consultant-ships, memberships on advisory boards, and offices held, and include dates of service.

6. **Significant Community Participation:** List lectures, speeches, presentations, performances, and short courses, and include dates.

7. **Meritorious Public Service:** List assistance to governmental agencies and development of community, state, or national resources and include dates.

8. **Other Materials** that bear on the evaluation of service. Candidates are encouraged to include in their dossiers as many as possible of the materials identified by them as relevant to the assessment of service.

*Note:* Some NTT faculty members, such as academic professionals, may have sections other than those above that better fit their job descriptions—those sections should be used instead of the ones listed above.
Structured reviews contribute to the determination of whether the faculty member is performing at the level necessary for reappointment, whether the faculty member who is seeking promotion is progressing towards promotion, and to identify opportunities that will enable the faculty member to reach one’s full potential in terms of contribution to one’s unit, the School, and the University. [GSU NTT Promotion Manual]

An appointment to a NTT faculty position is usually for a one-year period. All NTT faculty should be reviewed on an annual basis, in accordance with the Georgia State University Faculty Handbook and Board of Regents policies. Notice of intention to not renew a NTT faculty member shall be furnished, in writing according to the schedule provided in the Board of Regents Policy Manual Section 8.3.4.2. for NTT faculty who have been appointed or awarded academic rank (clinical assistant professor, clinical associate professor, clinical professor, research associate professor, research professor, academic professional or senior academic professional), and according to the schedule provided in the Board of Regents Policy Manual Section 8.3.4.3. for NTT faculty in lecturer positions.

All NTT faculty whose initial appointment at GSU is at an entry level or above the entry level will have a structured three year review no later than three years after the initial appointment, and a structured five year review no later than five years after the initial appointment. Subsequent structured reviews will take place every five years, unless a faculty member is promoted sooner. If a NTT faculty member is promoted, subsequent structured reviews will occur every five years after the most recent promotion. (GSU NTT Promotion Manual)

The year in which the NTT faculty member comes up for promotion does not have to coincide with the structured review period with the exception of lecturers appointed at the entry level, whose first structured five year review is also the review for promotion to senior lecturer (GSU NTT Promotion Manual).

I. THIRD YEAR REVIEW

1. DATE OF THIRD-YEAR REVIEW

The review will occur during the Spring Semester of what would be the faculty member’s third full year. See Appendix C for the third year review calendar.

2. THIRD-YEAR REVIEW COMMITTEE

The composition of the SPH structured review committee that evaluates the credentials of all NTT faculty members undergoing review will follow the model of the SPH NTT Promotion Committee. All members must be at a higher rank than the candidate under
review. The committee shall consist of three (3) members, with at least 2 of the 3 members being of non-tenure track faculty. If there are no NTT faculty at ranks above the candidate’s current rank, appropriate NTT faculty from related academic units in the university shall be considered. The committee members are appointed by the SPH Dean and/or the SPH Associate Dean of Faculty Affairs. The review committee members will select their chair.

3. MATERIALS TO BE REVIEWED

The third year review committee will review the faculty member’s instruction, scholarship, and service activities in alignment with the NTT faculty member’s tasks and job responsibilities. The faculty member will supply the appropriate documentation for the committee to make such a review, including:

- CV organized in the sequence shown in Appendix B;
- Copies of published and unpublished research, if applicable to the NTT position;
- Evidence of scholarship, if applicable to the NTT position;
- Evidence of instruction, if applicable to the NTT position;
- Copies of annual evaluations; and
- Additionally, a faculty member should provide a concise summary of accomplishments, expectations, and three-year goals not to exceed two pages in length.
- Unit heads or administrators should provide a statement of the candidate’s workload.

4. THIRD-YEAR STRUCTURED REVIEW COMMITTEE REPORT, SUBSEQUENT REVIEW, AND COMMENTS

A written report will be prepared by the review committee and presented to the Dean, with a copy to the faculty member. The report will contain an evaluation of the faculty member’s progress toward promotion in each of the three categories of instruction, scholarship, and service in alignment with the NTT faculty member’s tasks and job responsibilities; and, observations and thoughts regarding what changes, if any, the committee believes the faculty member seeking promotion needs to address. The committee chair will meet with the faculty member to discuss the report of the committee.
The written report from the review committee, the candidate’s CV, and the two page statement will be sent to the Dean. In turn, the Dean will prepare a memorandum and will forward the memorandum, along with letter from the review committee, the CV, and the two page statement to the Provost. The Dean will notify the candidate the results of the review.

The Provost reviews the SPH’s Three Year Review documents. After the Provost has added his/her comments, all reports and comments are sent to the faculty member with copies to other parties involved in the structured review process.

The full report, including all letters, memoranda, and comments, and faculty member’s response, if any, will become part of the faculty member’s file. Written notification will be provided to the candidate at each stage of the review.

II. FIVE-YEAR REVIEW

1. DATE OF THE FIVE-YEAR REVIEW

The five year review will be conducted during the Spring Semester of the fifth year of service and thereafter at five year intervals or since the most recent promotion, unless interrupted by a leave of absence (paid or unpaid), or a letter of retirement/resignation that is effective prior to the end of the five year interval. For lecturers appointed at the entry level, the first structured five year review is also the review for promotion to senior lecturer (GSU NTT Promotion Manual). See Appendix C for the five year review calendar. Candidates may seek promotion in their fifth year; if this is the case, their five year review should follow the promotion review process.

2. FIVE-YEAR REVIEW COMMITTEE

The composition of the SPH structured review committee that evaluates the credentials of all NTT faculty members undergoing review will follow the model of the SPH NTT Promotion Committee. All members must be at a higher rank than the candidate under review. The committee shall consist of three (3) members, with at least 2 of the 3 members being of non-tenure track faculty. If there are no NTT faculty at ranks above the candidate’s current rank, appropriate NTT faculty from related academic units in the university shall be considered. The committee members are appointed by the SPH Dean and/or the SPH Associate Dean of Faculty Affairs. The review committee members will select their chair.

3. MATERIALS TO BE REVIEWED

The structured review should address accomplishments in the three categories of instruction, scholarship, and service in alignment with the NTT faculty member’s tasks and job responsibilities. The review will be based on available information. The faculty
member will submit at least the following elements of the dossier required for the regular promotion review:

- CV organized in the sequence shown in Appendix B;
- Copies of published and unpublished research, if applicable to the NTT position;
- Evidence of scholarship, if applicable to the NTT position;
- Evidence of instruction, if applicable to the NTT position;
- Copies of annual evaluations; and
- Additionally, a faculty member should provide a concise summary of accomplishments, expectations, and three-year goals not to exceed two pages in length.
- Unit heads or administrators should provide a statement of the candidate’s workload.

4. FIVE-YEAR REVIEW COMMITTEE REPORT, SUBSEQUENT REVIEW, AND COMMENTS

A written report will be prepared by the five year review committee. The review committee’s report is forwarded in turn, to the Dean. The written report from the review committee, the CV, and the two page statement will be sent to the Dean. In turn, the Dean will prepare a memorandum and will forward the memorandum, along with the Five Year Review Committee’s written report, the CV, and the two page statement to the Provost for review and comment.

The Provost reviews the School’s Five Year Review documents. After the Provost has added his/her comments, all reports and comments are sent to the faculty member with copies to other parties involved in the structured review process.

After completion of these assessments, a conference will be held between the appropriate administrator and the faculty member. This conference will produce a plan which focuses on professional goals and/or workload profile for subsequent approval by the Dean. The progress of the faculty member will be monitored through the regular process of annual faculty evaluations.

The final report will be retained in the faculty member’s file in the Dean’s Office.
**APPENDIX A: CALENDAR FOR THE SCHOOL OF PUBLIC HEALTH NON-TENURE TRACK PROMOTION PROCESS**

**FOR ANY DATE THAT FALLS ON THE WEEKEND OR A HOLIDAY, THE EFFECTIVE DEADLINE BECOMES THE NEXT BUSINESS DAY.**

*NOTE: THIS DOES NOT CAUSE ANY SHIFT IN THE REMAINDER OF THE SCHEDULE*

<table>
<thead>
<tr>
<th>DATE</th>
<th>RESPONSIBLE PARTY</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1</td>
<td>Dean’s Office</td>
<td>The Dean’s office will notify all candidates of their eligibility for promotion (with a copy to the respective appropriate administrator) in the upcoming academic year by virtue of length of service for promotion.</td>
</tr>
<tr>
<td>March 1-31</td>
<td>Chair of SPH NTT Promotion Committee</td>
<td>The SPH NTT Promotion Committee holds an informational Committee meeting to discuss NTT promotion and procedures. The meeting is open to all SPH faculty.</td>
</tr>
<tr>
<td>April 1</td>
<td>Candidate</td>
<td>Eligible faculty members who intend to apply for promotion respond in writing to the Dean.</td>
</tr>
<tr>
<td>October 1</td>
<td>Candidate</td>
<td>Candidate submits completed dossier (1 electronic PDF copy) to the Chair of the SPH NTT Promotion Committee.</td>
</tr>
<tr>
<td>December 1</td>
<td>SPH NTT Promotion Committee</td>
<td>The committee forwards its letter of recommendation, any dissenting letters, and the dossier to the Dean. A copy of the SPH NTT Promotion committee’s recommendation letter, and any dissenting reports, are sent to the candidate.</td>
</tr>
<tr>
<td>December 15</td>
<td>Candidate</td>
<td>A candidate’s response, if any, regarding the School committee’s recommendation is due to the dean (with a copy to the unit head) within three (3) business days of receiving the report.</td>
</tr>
<tr>
<td>January 15</td>
<td>Dean</td>
<td>The Dean completes the review of the candidate’s materials. The candidate is informed in writing of the Dean’s recommendation.</td>
</tr>
</tbody>
</table>
January 25 Candidate

1) A candidate wishing to appeal a negative recommendation from the Dean has ten (10) business days from the receipt of the Dean’s letter in which to appeal, in writing, to the Provost.

2) A candidate wishing to withdraw from further consideration informs the Dean in writing within ten (10) business days from the date of the Dean’s letter.

The exact dates for the notification of the outcomes of the University review will be determined by the Office of the Provost and communicated to the University faculty in advance of each year’s promotion cycle.

February/March The Dean forwards the promotion recommendations, positive and negative, to the Provost by the date established by the Provost’s office.

May Provost completes review of NTT promotion cases and responds to appeals from candidates.

Within three (3) business days of receiving the Provost’s recommendations, the Dean notifies the candidates.

June President completes review of NTT promotion cases and responds to appeals from candidates.

Within three (3) business days of receiving the President’s decisions, the Dean notifies the candidates.
APPENDIX B: CURRICULUM VITA OUTLINE TO BE USED FOR CANDIDATE’S DOSSIER RECOMMENDATION

The curriculum vita should be organized in the following sequence, with headings corresponding to the following. Items listed under a heading should be in ascending chronological sequence (earliest date first). Publication citations should be complete, following standard citation format including page numbers.

General comments on CV format:
- Do not include publications submitted and/or under review; include only publications in print or in press
- Do not double list items (i.e., included in publications sections i-vi)
- In general, limit professional presentations to the last 5 years
- For grants, check with business manager to make sure what you have listed is the same as what is listed in the GSU’s Office of Research and Sponsored Projects

Name

Current Rank

Academic Unit, if any

Office mailing address

I. Education
   List degree, major, institution and year received (for each degree)

II. Professional credentials, certifications, and licensure

III. Research and Professional Development (if applicable to NTT position)

a. Publications
   i. Journal articles
      Include journals of national circulation; each article should be identified as refereed or invited in parentheses following the citation information.
      Published articles are to be listed first with the word “published” preceding this group of entries.
      Articles accepted and in press are to be listed second with the word “accepted” preceding those entries. Provide documentation via letter or email correspondence that the work is accepted and in press.
   ii. Book chapters
      1. Include published book chapters
      2. Include book chapters in press with documentation that the work is in press
iii. Books
1. Include published or edited works
2. Include books in press or under contract with documentation that the work is in press or under contract

iv. Monographs
1. Include published monographs
2. Include monographs in press with documentation that the work is in press

v. Proceedings and Abstracts
1. Include only refereed proceedings or abstracts that have been published
2. Include proceedings or abstracts in press with documentation that the work is in press

vi. Other significant publications (Do not include publications intended for lay public in this section; include under service. Include book reviews, essays, papers published in non-refereed conference proceedings; exclude media interviews, abstracts, letters to editors, papers presented at meetings not otherwise published, working papers, including papers under review and in process.)

b. Scholarship and Professional Development

i. Grants and Funding (include source and funding for each grant)
1. External
   a. For funded projects include title of project, your role (PI, Co-PI), funding source, dollar amount, dates of project
   b. For projects submitted and pending review include title of project, your role, funding source, dollar amount, and date submitted
   c. Other funding, including research foundations or intellectual property funding that are not included as external grants

2. Contracts/Subcontracts
   a. For contracted or subcontracted projects, include title of project, funding source, dollar amount that comes to Georgia State, and dates of project

3. Internal
   a. For funded projects include title of project, your role (PI, Co-PI), funding source, dollar amount, dates of project
   b. For submitted projects include title of project, your role, funding source, dollar amount, and date submitted

4. Grants submitted but not funded
   a. Identify research projects submitted for external funding that have not been funded to show scholarship effort; include title of project, your role, agency submitted to, and dollar amount
   b. Identify research projects submitted for internal funding that have not been funded to show scholarship effort; include title of project, your role, agency submitted to, and dollar amount

5. Other funding not captured in 1-3

ii. Professional Presentations (limit to approximately the latest five years)
Presented papers to include title, date, organization, refereed or invited, podium or panel presentation, local, state, regional, national or international
Poster presentations to include title, date, organization, refereed or invited, podium or panel presentation, local, state, regional, national or international
iii. Editorial or Reviewer Projects (includes editor of a publication as well as reviewer for scholarly publications)
   1. Include those works published or in press, with documentation of in press status

iv. Other Scholarship and Professional Development not captured in i-iii

IV. Professional and Honor Organization Activities (Organizational affiliations, disciplinary and/or professional)
   a. Membership
   b. Offices held (include name of organization, office title, and dates served)
   c. Committees (include name of committee and dates served)
   d. Other Professional and Honor Organization activities not captured in a-c

V. Honors, Awards, Recognitions
   a. Include name of honor, award or recognition, organization, and date of award, honor or recognition

VI. Instruction (if applicable to NTT position)
   a. Teaching and training
      i. Include course/workshop name and title, semester/date taught, and number of students/trainees
      ii. Include guest lecturing in other courses (course number and title, lecture title, date)
      iii. Other teaching/training not captured in i-ii (Evidence of teaching/training effectiveness may include, but is not limited to: peer evaluations, selected examinations and quizzes, students’ passing rates on licensure/certification examinations, a teaching portfolio, new course, workshop and/or program development, use of technology for teaching/training, program accreditation review results, teaching/training awards received, and student/trainee accomplishments).
   b. Student Advisement
      i. Include dissertation, thesis or MS projects (list chaired committee first, followed by membership on committees; include student’s name, home department, title of research project and date of completion or “in progress”)
      ii. Include advisement of honors projects
      iii. Other contributions to student accomplishments (such as advisor to student for undergraduate research project)
      iv. Other student advisement not captured in i.-iii (Examples such as student research funding directed by faculty, student awards sponsored by faculty or directed activity, student exit projects or honors project committee membership)
   c. Practitioner and Organization Consultation and Technical Support
      i. List agency/organization, services rendered, timeframe
   d. Continuing Education and Training Activities
      i. List name of program, date of program, involvement in program, (e.g., topic taught as faculty member or program director); include training program activities.
e. Curricula and Program Development
   i. List course or program developed/revised, specific activities involved, timeframe
f. Other Instructional Activities captured in a-e

VII. Service (if applicable to NTT position)
   a. Service Activities Internal to the University (if applicable to NTT position)
      i. Administrative service (such as program director, unit head, internship director)
      ii. Include service to the University System, University, College, and Academic Unit with title of committee, your role (chair or committee member) and dates of service
         Note: Academic professionals should speak to their prescribed service activities as related to their job duties.
   b. Service Activities in Academic and Professional Organizations (if applicable to NTT position)
      i. Include service to the professional disciplines if not captured in section IV
         Include service in academic or professional organizations as an officer or local arrangements chair/member, chair of program committee, chair of a program session, discussant. Also include referee and other editorial appointments with respect to journals sponsored by such organizations.
   c. Service to the Community (if applicable to NTT position)
      i. Include service to the community as related to professional discipline (such as volunteer to mentor children in juvenile justice facilities or volunteer nutritionist to non-profit organization; do not include volunteer activities in your community, such as president of home owners association or providing holidays gifts for your church or synagogue members)
      e. Publications in local newspapers, magazines, newsletters, or websites
      f. Media presentations (television, radio, webcasts)
      g. Additional significant service activities not captured in a-f
APPENDIX C: CALENDAR FOR STRUCTURED REVIEWS

**ANY DATE THAT FALLS ON THE WEEKEND OR A HOLIDAY AUTOMATICALLY BECOMES THE NEXT BUSINESS DAY**

Additional information can be found in the Three- and Five-Year Review section.

March 1  School’s Structured Review committee members appointed by the Dean.

March 15 Faculty member being evaluated will submit appropriate documents to the Structured Review Committee.

May 1  Structured Review committee submits report along with supporting documentation to the faculty member

May 18 Structured Review Committee’s written report and supporting documentation due to the Dean.

June 2  Dean’s memo to the Provost includes the Structured Review Committee’s written report, the CV, and the two page statement.

June-August  Provost reviews all SPH Structured Review documents.

NOTE:  After the Provost has added comments to the review documents, all reports and comments are sent to the faculty member, with copies to the other parties involved in the review process.
## APPENDIX D: RATING CRITERIA IN INSTRUCTION

### High Quality

- **Shows evidence of 4 of the following activities** (including activities from the ‘Excellent’ and ‘Sustained Excellence & Continued Growth’ categories):
  - Achieves good teaching/training effectiveness ratings from students/trainees and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate.
  - Impacts curriculum design, assessment, and organization related to classroom teaching or programs that influence public health outcomes.
  - Plans and organizes the learning experiences for existing courses/workshops.
  - Develops effective curriculum materials and/or delivery approaches for courses/workshops.
  - Participates in course/curriculum/workshop/program development.
  - Participates in course/curriculum/workshop/program modification.
  - Provides academic advisement.
  - Provides advisement to students including special projects/independent studies.
  - Engages in mentoring which facilitates students’ problem solving and effective use of university and community resources.
  - Utilizes professional practice exemplars in teaching.

### Excellent

- **Shows evidence of 5 of the following activities** (including activities from the ‘Sustained Excellence & Continued Growth’ category):
  - Achieves excellent teaching effectiveness ratings from students and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate.
  - Impacts curriculum design, assessment, and organization in an excellent way.
  - Demonstrates the ability to maintain relationships with agencies or accreditation agencies that facilitate or guide student learning experiences.
  - Demonstrates the ability to maintain relationships with agencies that facilitate trainee learning experiences and community providers and agencies that facilitate clinical activities.
  - Develops effective curriculum materials and/or delivery approaches for courses/workshops.
  - Provides leadership or lends professional expertise in the development of new courses, programs, and instructional materials for courses/workshops.
  - Develops and implements seminars/workshops for professional peers and practitioners, including other SPH faculty and staff.
  - Provides guidance and mentoring in the teaching process to other faculty members, and this may include the area of curriculum assessment.

### Sustained Excellence & Continued Growth

- **Shows evidence of 6 of the following activities**:
  - Continues to achieve excellent teaching effectiveness ratings from students and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate.
  - Continues to impacts curriculum design, assessment, and organization in an excellent way.
  - Demonstrates a consistent ability to develop and/or expand connections with agencies or accreditation agencies that facilitate and guide learning experiences and community providers and agencies that facilitate clinical activities.
  - Develops innovative, effective curriculum materials and/or delivery approaches for courses/workshops (may include assisting with competency development).
  - Provides leadership or lends professional expertise in the development of new courses, programs, and instructional materials for courses/workshops.
  - Provides guidance and mentoring in the teaching process to other faculty members, and this may include the area of curriculum assessment.
<table>
<thead>
<tr>
<th><strong>High Quality</strong></th>
<th><strong>Excellent</strong></th>
<th><strong>Sustained Excellence &amp; Continued Growth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes expertise from professional practice to develop relevant curriculum.</td>
<td>Participates in curriculum/workshop evaluation or assessment.</td>
<td>Contributes to student accomplishments in the form of student awards/scholarships, grants, and professional presentations and publications.</td>
</tr>
<tr>
<td>Plans and organizes curriculum assessments.</td>
<td>Develops new courses/workshops, or assists others in the development.</td>
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</tr>
<tr>
<td>Assists other faculty in curriculum compliance with accreditation bodies.</td>
<td>Develops and implements seminars/workshops for professional peers and practitioners, including other SPH faculty and staff.</td>
<td>Serves as committee member on thesis, master’s projects, and/or doctoral dissertation committees, or assists in their assessment.</td>
</tr>
<tr>
<td>Assists other faculty in syllabi compliance with accreditation bodies.</td>
<td>Provides academic advisement to students.</td>
<td>Receives teaching/training awards.</td>
</tr>
<tr>
<td>Serves as committee member on thesis, masters project, and/or doctoral dissertation committees</td>
<td>Provides research advisement to students.</td>
<td>Coordinates specialty area programs in the curriculum, or provides professional expertise in the accreditation of these specialty areas.</td>
</tr>
<tr>
<td>Develops and implements seminars/workshops for professional peers and practitioners</td>
<td>Supervises students for independent studies or special projects.</td>
<td>Evaluates research in the area of teaching/learning/technology.</td>
</tr>
<tr>
<td>Provides academic and research advisement to students</td>
<td>Provides advisement to faculty on accreditation issues.</td>
<td>Disseminates knowledge in the area of teaching/instructional competencies through publication in peer-reviewed journals or books.</td>
</tr>
<tr>
<td>Supervises students for independent studies or special projects</td>
<td>Coordinates courses in the curriculum.</td>
<td>Inititates, leads, or provides accreditation guidance in the development of new courses/workshops, major revisions of existing courses/workshops, and programmatic curriculum design.</td>
</tr>
<tr>
<td>Receives teaching awards</td>
<td>Uses expertise to mentor novice professionals in their role development, including new faculty.</td>
<td>Provide consultation to community providers and organizations to advance their knowledge in program and implementation</td>
</tr>
<tr>
<td>Chairs thesis, masters project, and/or doctoral dissertation committees</td>
<td>Uses expertise to mentor students in their professional role development.</td>
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</tr>
<tr>
<td>Contributes to student accomplishments in the form of student awards/scholarships, grants, and professional presentations and publications</td>
<td>Contributes to the development of training grants or other funding mechanisms which advance the teaching mission.</td>
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<tr>
<td></td>
<td>Contributes to the recruitment and promotion of diverse students, faculty, and staff.</td>
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<td></td>
<td>Contributes to curriculum development with consideration of accreditation issues.</td>
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</tr>
<tr>
<td><strong>High Quality</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Sustained Excellence &amp; Continued Growth</strong></td>
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</tr>
<tr>
<td>Provides leadership in the development of new courses, programs, and instructional materials, especially at the graduate level</td>
<td>Contributes to the development and use of curriculum rubrics. Maintains assessment database. Provide consultation to community providers and organizations to advance their knowledge in program and implementation</td>
<td>Provides leadership for and contributes to the development of training grants or other funding mechanisms which advance the teaching/training mission. Demonstrates expertise in mentoring which facilitates students and professional development, problem solving and effective use of university and community resources. Assists colleagues to become more effective teachers and is a role model of teaching effectiveness or in reviewing curriculum assessment. Utilizes expertise from professional practice to develop or aid visionary curriculum addressing future trends in practice. Demonstrates leadership in recruitment, mentoring the professional development of colleagues and fostering a diverse environment. Contributes to curriculum development with consideration of accreditation issues. Contributes to continuous use of curriculum rubrics. Maintains assessment database and uses it to inform best practice.</td>
</tr>
</tbody>
</table>
# APPENDIX E: RATING CRITERIA IN SCHOLARSHIP

<table>
<thead>
<tr>
<th><strong>High Quality</strong></th>
<th><strong>Excellent</strong></th>
<th><strong>Sustained Excellence &amp; Continued Growth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate is a competent scholar who demonstrates evidence of building scholarship in a focused area of expertise through professional publications, including but not limited to, journals, book chapters, review essays, and clinically focused articles. Seeks internal or external funding for support of scholarship. Has the beginnings of a program of research. <strong>AND</strong> Shows evidence of 2 of the following activities (including activities from the ‘Excellent’ and ‘Sustained Excellence &amp; Continued Growth’ categories):</td>
<td>The candidate is a highly competent scholar who regularly authors or co-authors scholarly perspectives and research findings; has published a significant number of refereed articles and/or book chapters of very good quality (peer-reviewed work will be given greater weight than non-peer-reviewed work and both the quality and quantity of publications will be assessed). Obtains intramural funding and seeks external funding for support of scholarship. <strong>AND</strong> Shows evidence of 4 of the following activities (including activities from the ‘Sustained Excellence &amp; Continued Growth’ category):</td>
<td>The candidate is a superb scholar who regularly publishes scholarly perspectives and research findings; has published a large number of important and influential refereed articles and/or book chapters of excellent quality (peer-reviewed work will be given greater weight than non-peer-reviewed work and both the quality and quantity of publications will be assessed). Sustained record of obtaining intramural and external funding for support of scholarship as either co-investigator or principal investigator. <strong>AND</strong> Shows evidence of 5 of the following activities:</td>
</tr>
<tr>
<td>Is recognized at the local and/or state levels for an area of scholarly expertise. Makes scholarly presentations at local and/or state professional meetings. Actively maintains and enhances technical/scientific/clinical competence as appropriate OR receives professional certification and/or advanced credentialing. Develops models that are effective in addressing policy issues OR provides professional consultation resulting in significant scholarly outcomes OR develops and evaluates policy innovations that benefit communities.</td>
<td>Collaborates with faculty colleagues and students to address common research interests and clinical problems. Is recognized at the regional level for an area of scholarly expertise. Serves as a grant reviewer, as referee for a scholarly journal, or in any type of editorial capacity. Regularly makes scholarly presentations at state, regional, and national professional meetings. Evaluates research findings for application in practice. Contributes to evidence-based practice reviews and guideline development.</td>
<td>Provides leadership in research endeavors. Provides guidance and assistance to faculty colleagues and students related to research. Is recognized nationally for an area of scholarly expertise. Serves as a grant reviewer, is on an editorial review board, or regularly serves as referee for scholarly journals. Regularly makes scholarly presentations at national and international professional meetings. Obtains awards for research/scholarly activities. Actively maintains and enhances technical/scientific/clinical competence as appropriate OR receives professional certification and/or advanced credentialing. Develops models that are effective in addressing policy issues OR provides professional consultation resulting in significant scholarly outcomes OR develops and evaluates policy innovations that benefit communities.</td>
</tr>
</tbody>
</table>
### APPENDIX F: RATING CRITERIA IN SERVICE

#### Clinical Faculty, Research Faculty, and Lecturer

<table>
<thead>
<tr>
<th>High Quality</th>
<th>Excellent</th>
<th>Sustained Excellence &amp; Continued Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in professional and service activities.</td>
<td>Contributes to professional and service activities.</td>
<td>Demonstrates leadership in professional and service activities.</td>
</tr>
<tr>
<td>Shows evidence of 3 of the following 6 activities (including activities from the ‘Excellent’ and ‘Sustained Excellence &amp; Continued Growth’ categories):</td>
<td>Shows evidence of 4 of the following 8 activities or activities from ‘sustained’ categories (including activities from the ‘Sustained Excellence &amp; Continued Growth’ category):</td>
<td>Shows evidence of 4 of the following 9 activities:</td>
</tr>
<tr>
<td>Serves as an elected and/or appointed member of a committee</td>
<td>Serves as an elected or appointed member of committees</td>
<td>Provides leadership on academic/professional committees</td>
</tr>
<tr>
<td>Fulfills assignments within the unit and/or school</td>
<td>Fulfills administrative appointments and assignments within the unit and/or school</td>
<td>Fulfills administrative appointments and assignments within the center, unit, school, or university</td>
</tr>
<tr>
<td>Serves on committees in professional organizations at the local level</td>
<td>Serves on committees and assumes leadership roles in professional organizations at the local and state levels</td>
<td>Serves an increasing leadership role in professional organizations at the local, state, national or international level</td>
</tr>
<tr>
<td>Serves on agency, community, or organization boards, commissions, and committees at the local level</td>
<td>Serves on committees and assumes leadership roles in community agencies and organizations at the local and state levels</td>
<td>Serves in positions of leadership in community agencies and organizations at the local, state, national or international level</td>
</tr>
<tr>
<td>Assists in community development efforts</td>
<td>Assists in the evaluation of community research/educational projects</td>
<td>Assists in the evaluation of community research/educational projects</td>
</tr>
<tr>
<td>Demonstrates an active membership in activities of community organizations</td>
<td>Collaborates with the community in the development of programs and/or services</td>
<td>Works to enhance knowledge and visibility of the center, unit and school</td>
</tr>
<tr>
<td></td>
<td>Presents and organizes continuing education programs for professional groups</td>
<td>Presents and organizes continuing education programs for professional groups</td>
</tr>
<tr>
<td></td>
<td>Presents and organizes continuing education programs for community groups</td>
<td>Presents and organizes continuing education programs for community groups</td>
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<tr>
<td></td>
<td></td>
<td>Presents and organizes continuing education programs for community groups</td>
</tr>
</tbody>
</table>
**Academic Professionals**

(4-8 service criteria should be applied to each Academic Professional position) *see below chart*

<table>
<thead>
<tr>
<th>High Quality</th>
<th>Excellent</th>
<th>Sustained Excellence &amp; Continued Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows evidence of between 4 and 8 of the following activities:</td>
<td>Shows evidence of between 4 and 8 of the following activities:</td>
<td>Shows evidence of between 4 and 8 of the following activities:</td>
</tr>
<tr>
<td>1. Participates in professional and/or university service activities.</td>
<td>1. Contributes to professional and/or university service activities.</td>
<td>1. Demonstrates leadership in professional and/or university service activities.</td>
</tr>
<tr>
<td>2. Serves as an elected and/or appointed member of a committee.</td>
<td>2. Serves as an elected or appointed member of unit, School, or university committees.</td>
<td>2. Provides leadership on unit, School, or university committees.</td>
</tr>
<tr>
<td>3. Fulfills assignments within the unit and/or college.</td>
<td>3. Fulfills administrative appointments and assignments within the unit and/or college.</td>
<td>3. Fulfills administrative appointments and assignments within the unit, college, or university.</td>
</tr>
<tr>
<td>4. Serves on committees in professional organizations at the local or university level.</td>
<td>4. Serves on committees and assumes leadership roles in professional organizations at the School, university, local and state levels.</td>
<td>4. Serves an increasing leadership role in professional organizations at the School, university, local, state, national or international level.</td>
</tr>
<tr>
<td>5. Serves on agency, community, or organization boards, commissions, and committees at the local level.</td>
<td>5. Serves on committees and assumes leadership roles in community agencies and organizations at the local and state levels.</td>
<td>5. Serves in positions of leadership in community agencies and organizations at the local, state, national or international level.</td>
</tr>
<tr>
<td>6. Assists in School or community development efforts.</td>
<td>6. Assists in the evaluation of School, university, and/or community evaluation/research/educational projects.</td>
<td>6. Assists in the evaluation of School, university and/or community evaluation/research/educational projects.</td>
</tr>
<tr>
<td>7. Demonstrates an active membership in activities of School, community, and national/international organizations.</td>
<td>7. Collaborates with the community in the development of programs and/or services.</td>
<td>7. Works to enhance the knowledge, reputation and/or visibility of the unit and college.</td>
</tr>
<tr>
<td>8. General impression is that the candidate is a competent professional who achieves good ratings for program development effectiveness through a peer-review process as appropriate</td>
<td>8. Presents and organizes at workshops/continuing education programs for School, university, and/or professional groups.</td>
<td>8. Collaborates with community in the development of programs and/or services.</td>
</tr>
<tr>
<td>9. Participates in the planning and organizing of program(s).</td>
<td>9. Presents and organizes at workshops/continuing education programs for community groups.</td>
<td>9. Presents and organizes at workshops/continuing education programs for School, university and/or professional groups.</td>
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</tr>
<tr>
<td><strong>12.</strong> Achieves good ratings of administration and management effectiveness (through a peer-review process, as appropriate)</td>
<td><strong>10.</strong> Achieves very good ratings of administration and management effectiveness (through a peer-review process as appropriate)</td>
<td><strong>10.</strong> Presents and organizes at workshops/continuing education programs for community groups.</td>
</tr>
<tr>
<td><strong>13.</strong> Participates in the management of program(s) (i.e. assessment programs).</td>
<td><strong>11.</strong> Supervises the administration of a program</td>
<td><strong>11.</strong> Achieves excellent ratings of administration and management effectiveness (through a peer-review process as appropriate).</td>
</tr>
<tr>
<td><strong>14.</strong> Participates in securing resources (materials, personnel, space and supplies) or organizing existing resources and personnel as need for respective program.</td>
<td><strong>12.</strong> Consistently demonstrates the ability to manage the administration of programs(s) (i.e. assessment programs).</td>
<td><strong>12.</strong> Demonstrates the ability to enhance the administration of the program.</td>
</tr>
<tr>
<td><strong>15.</strong> Participates in preparation of delivery approaches (may include accreditation maintenance).</td>
<td><strong>13.</strong> Supervises the securing and maintaining resources (materials, personnel, space, and supplies) or the organization of existing resources and personnel as need for respective program.</td>
<td><strong>13.</strong> Provides the leadership in the administration of program(s) (i.e. assessment programs).</td>
</tr>
<tr>
<td><strong>16.</strong> Participates in the development of effective Budget Management system.</td>
<td><strong>14.</strong> Plans and organizes delivery approaches (may include accreditation maintenance).</td>
<td><strong>14.</strong> Supervises the securing and maintaining resources (materials, personnel, space, and supplies) or the organization of existing resources and personnel as need for respective program.</td>
</tr>
<tr>
<td><strong>17.</strong> Participates in the development of effective Purchasing Management system.</td>
<td><strong>15.</strong> Develops effective Budget Management System.</td>
<td><strong>15.</strong> Develops innovative, delivery approaches (may include accreditation maintenance).</td>
</tr>
<tr>
<td><strong>18.</strong> Participates in the identification of safety issues.</td>
<td><strong>16.</strong> Develops an effective Purchasing Management system.</td>
<td><strong>16.</strong> Provides leadership in the development of effective Budget Management system.</td>
</tr>
<tr>
<td><strong>19.</strong> Participates in program evaluation by participating in data collection and storage.</td>
<td><strong>17.</strong> Develops safety procedures and participates in the evaluation of these procedures.</td>
<td><strong>17.</strong> Provides leadership in the development and/or expansion of effective Purchasing Management system.</td>
</tr>
<tr>
<td><strong>20.</strong> Engages in the coordination of workshops and/or labs, or uses expertise to present to School or university community.</td>
<td><strong>18.</strong> Supervises data management, assessment and analysis.</td>
<td><strong>18.</strong> Develops safety procedures and leads in the evaluation of these procedures.</td>
</tr>
<tr>
<td><strong>21.</strong> Participates in event planning, including accreditation events.</td>
<td><strong>19.</strong> Coordinates workshops and/or labs, or uses expertise to present to and guide School or university community.</td>
<td><strong>19.</strong> Uses data analysis for data driven decision making.</td>
</tr>
<tr>
<td><strong>22.</strong> Participates in the School’s accreditation efforts.</td>
<td><strong>20.</strong> Supervises events planning, including accreditation events.</td>
<td><strong>20.</strong> Coordinates workshops and/or labs, or uses expertise to present to and guide School or university community.</td>
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</tr>
<tr>
<td>22.</td>
<td>Demonstrates the ability to plan and organize program(s).</td>
<td>21. Provides leadership in the supervision of event planning.</td>
</tr>
<tr>
<td>23.</td>
<td>Develops effective program(s).</td>
<td>22. Provides leadership for and contributes to the development of programming and events, including accreditation events.</td>
</tr>
<tr>
<td>24.</td>
<td>Recognizes and monitors the collection of and supporting documentation of trends in the professional practice of program development.</td>
<td>23. Effectively directs the School’s accreditation efforts.</td>
</tr>
<tr>
<td>25.</td>
<td>Develops effective program assessments.</td>
<td>24. General impression is that the candidate is a superb professional who achieves excellent ratings for program development effectiveness validated through a peer-review process as appropriate.</td>
</tr>
<tr>
<td>26.</td>
<td>Achieves very good effectiveness ratings of supervision effectiveness through a peer-review process as appropriate.</td>
<td>25. Demonstrates the ability to consistently plan and organize programs.</td>
</tr>
<tr>
<td>27.</td>
<td>Develops and provides faculty training.</td>
<td>26. Provides leadership in the development of programs.</td>
</tr>
<tr>
<td>28.</td>
<td>Develops and provides student training.</td>
<td>27. Utilizes expertise from professional practice to develop visionary program development addressing future trends in practice of program development.</td>
</tr>
<tr>
<td>29.</td>
<td>Develops and provides staff training.</td>
<td>28. Provides leadership in program analysis and assessment.</td>
</tr>
<tr>
<td>30.</td>
<td>Uses effective communication skills within the work unit and with other units.</td>
<td>29. Achieves excellent effectiveness ratings of supervision effectiveness through a peer-review process as appropriate.</td>
</tr>
<tr>
<td>31.</td>
<td>Facilitates a positive working relationships within the unit and with other units.</td>
<td>30. Provides leadership in the development of faculty training and/or the consistent establishment of programs.</td>
</tr>
</tbody>
</table>

23. Achieves good effectiveness ratings of supervision effectiveness through a peer-review process as appropriate.

24. Participates in faculty training.

25. Participates in student training.

26. Participates in staff training.

27. Uses effective communication skills within the work unit.

28. Facilitates a positive working relationships within the unit.

29. Fosters professional growth and development of individuals within the unit.

30. Participates in professional, community, and committee outreach activities.

31. Participation in the organization of workshops/continuing education programs for professional and/or community groups.

32. Assists in establishing and maintaining contact with former students (alumni).

33. Assists in developing relationships with community donors.

34. Assists in communication efforts with constituencies outside the university, including parents.

35. Assists in building relationships within the School or university community.
31. Provides leadership in the development of student training and/or the consistent ability to provide student training.

32. Provides leadership in the development of staff training and/or the consistent ability to provide staff training.

33. Uses effective communication skills within the work unit, the University and the community.

34. Facilitates a positive working relationships within the unit and the University and with the community.

35. Seeks and obtains funding to support professional growth and development opportunities for unit staff.

36. Demonstrates expertise in supervision, problem solving and effective use of university resources.

37. Assists colleagues to become more effective program developers.

38. Demonstrates leadership in professional, community, and committee outreach activities.

39. Collaborates with professional and/or community groups in the development of programs and/or services.

40. Serves in leadership role to implement strategies for establishing and maintaining contact with former students (alumni).
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<table>
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<tbody>
<tr>
<td>41.</td>
<td>Serves in leadership role in developing relationships with community donors.</td>
</tr>
<tr>
<td>42.</td>
<td>Serves in a leadership role in active recruitment and selection of faculty, staff, and/or students.</td>
</tr>
<tr>
<td>43.</td>
<td>Serves in leadership role in developing communication strategies with constituencies outside the university, including parents.</td>
</tr>
<tr>
<td>44.</td>
<td>Serves in leadership role in building relationships within the university.</td>
</tr>
</tbody>
</table>

**Academic Professional Service**

Because of the varied nature of Academic Professional positions, the School of Public Health has exercised its right to define Service in a way that best suits all its Academic Professional positions while still remaining in compliance with the Georgia State University Promotion Manual for Non-Tenure Track Faculty.

Since Service usually is the primary responsibility of Academic Professionals, the SPH has included multiple rating criteria of Service for the various Academic Professional positions. No Academic Professional will perform all service criteria; instead 4-8 service criteria should be applied to each Academic Professional position and the candidate should only be evaluated on those 4-8 service criteria applied to his/her position. The appropriate Service criteria for each Academic Professional should be determined upon hiring (or immediately upon adoption of this manual for current employees) and be made known to the Academic Professional in writing at the time of the adjustment. Any adjustment in Service criteria used for evaluation should be made known to the Academic Professional in writing at the time of the adjustment.