Non-Tenure Track Promotion Manual

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| 1 | **INTRODUCTION** |

2

3   It is the policy of the School of Public Health (SPH) to base promotion-decisions on impartial

4   and informed evaluations of the qualifications of all candidates. Excellence in three areas: (1)

5   Teaching (hereinafter referred to as "**Instruction**"); (2) Research, Scholarly and Creative

6   Activities (hereinafter referred to as "**Scholarship**"); and (3) **Service** shall be the standard

7   against which these qualifications will be evaluated; however, it is recognized that each non-

8   tenure track (NTT) faculty member's responsibilities in each of these activities will be

9   discipline-specific and related to one's job description and duties. The SPH is committed to

10 providing an environment in which all members of the non-tenured faculty have the opportunity

11 and resources needed to achieve the qualifications and productivity necessary for promotion to

12 higher rank as well as to foster ongoing professional development.

13

14 This document is intended to provide the SPH non-tenure-track faculty with essential

15 information about the promotion criteria, standards, and review processes of the SPH, including

16 the responsibilities of candidates for promotion, the SPH NTT Promotion Committee, and the

17 Dean of the SPH.

18

19 The policies and procedures contained in this document are supplementary to the policies of the

20 Board of Regents of the University System of Georgia, the *Georgia State University Statutes and*

21 *Bylaws, the Georgia State University Promotion Manual for Non-Tenure Track Faculty*, and

22 provisions contained in the Georgia State University *Faculty Handbook*. The GSU documents

23 are available on the university's website. The provisions of those documents that control the SPH

24 policy and procedure are incorporated herein by reference. Any perceived conflict between SPH

25 and GSU or BOR policy will be resolved by compliance with the higher level policy.

26

27 A candidate for promotion is bound by the SPH's NTT Promotion Manual approved on January

28 1 of the calendar year in which the SPH reviews of the candidate occur. (*GSU Promotion*

29 *Manual for Non-Tenure Track Faculty*)

30

31 Candidates' dossiers are considered on their own merits according to the guidelines in effect at

32 the time of their declarations of candidacy. The SPH does not operate under any "quota system"

33 for the number of promotions recommended, nor does it compare current candidates with

34 candidates in previous years. Recommendations will be made in light of the standards in effect at

35 the time of declaration of candidacy.

36

37 All deliberations in the promotion process are to be conducted in a spirit of confidentiality.

38

| **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 Department Chair. A faculty member seeking promotion during the upcoming academic year must declare their candidacy in writing to the Department Chair. 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. These records remain confidential. All materials delivered to the SPH NTT Promotion Committee are treated confidentially. 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 pre/post promotion 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. For each position, the ranks have been listed in parentheses starting with the lowest rank and ending with the highest possible rank.
A.   Clinical Faculty (Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor)
B.   Research Faculty (Research Assistant Professor, Research Associate Professor, Research Professor)
C.   Lecturer (Lecturer, Senior Lecturer, Principal Senior Lecturer)
D.   Academic Professional (Associate Academic Professional, Academic Professional, Senior Academic Professional, Principal Academic Professional)

III.   DESCRIPTION OF NTT DUTIES & RESPONSIBILITIES
(*GSU Promotion Manual for Non-Tenure-Track Faculty*):

These descriptions provide a general context for each of the NTT positions. Each NTT

85 faculty member shall have a job description that outlines more specific workload
86 expectations (within the parameters as outlined below) as unique to their position and
87 role in the academic unit(s). For purposes of this document, an SPH "academic unit"
88 includes the Departments, research centers, and the Office of Academic Assistance and
89 Career Services.
90
91 **1. Clinical Faculty**
92
93 **Teaching**: The primary responsibility of Clinical Faculty is teaching, related to one or
94 more of the following:

95 - teaching courses related to professional practice;
96 - providing practical instruction and application of practical knowledge;
97 - supervising and teaching in a clinical or practice setting;
98 - teaching and/or supervising applied clinical courses;
99 - providing academic instruction in skills relevant to the practice of a specific
100 discipline;
101 - training and supervising students to help them acquire clinical skills for the
102 profession;
103 - coordinating and supervising clinical practica, student field experiences and
104 internships ;
105 - teaching and advising students in professional academic programs;
106 - providing services or out-of-class educational opportunities for students.

107
108 **Research**: As part of their workload, Clinical Faculty may or may not be expected to
109 engage in research activities. If the workload requires research, it is expected that Clinical
110 Faculty will engage in research involving their professional expertise, which would
111 include pedagogical research, scholarship of teaching and learning, research related to
112 practice, and/or disciplinary scholarly research.
113
114 **Service**: As part of their workload, Clinical Faculty may or may not be expected to
115 engage in service activities. These activities may include advising and serving the
116 academic needs of the students, serving on committees, or participating in other forms of
117 academic service. Service may be at an academic unit, SPH, and/or University level.
118 Service also may involve activities related to the professional and practice community.
119
120 **2. Research Faculty**
121
122 **Research**: The primary responsibility of Research Faculty is to conduct research. The
123 purpose of Research Faculty appointments, based on available external funding, is to
124 increase the research, scholarly, and creative efforts of the University. Research Faculty
125 will work either in close collaboration with other faculty and/or will carry out
126 independent research that builds upon an explicit area of focus for the University.
127 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 or may not be expected to engage in teaching.

Service: As part of their workload, Research Faculty may or may not 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 or may not 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, or in rare and extraordinary circumstances, qualification on the basis of demonstrably successful related experience, which exception is expressly approved by the institution president (BOR Policy Manual, Section 8.3.8.3). The degree that qualifies an Academic Professional for initial appointment (hiring) is evidence that the Academic Professional meets the terminal degree criteria for future promotion.

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

174 - Managing instructional laboratories;
175 - Assuming academic program management roles not suited for expectations
176   applied to tenure-track faculty members, operating instructional technology
177   support programs;
178 - Being responsible for general academic advising;
179 - Assuming professional student counseling center responsibilities
180 - Providing specialized skill acquisition training as support for academic programs;
181 - Working with tenure-track faculty members in course and curriculum
182   development and in the laboratory

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

190 The 4-8 appropriate Service rating criteria for each Academic Professional—traditional,
191 program operations program development, program operations administration and
192 management, program operations supervision, and/or outreach—from Appendix F should
193 be determined upon hiring (or immediately upon adoption of this manual for current
194 employees) and provided to the Academic Professional in writing.

196 **Teaching**: As part of their workload, Academic Professionals may (or may not) be
197 expected to engage in teaching activities.

199 **Research**: As part of their workload, Academic Professionals may (or may not) be
200 expected to engage in research activities.

202 _Note_: In keeping with SPH categories, _teaching_ is hereafter referred to as _instruction,_ and
203 _research_ is hereafter referred to as _scholarship_.

206 **IV.**   **ELIGIBILITY (TIME-IN-RANK) POLICIES**

208   **1. Educational Requirements**

210 An earned doctoral degree is required for NTT faculty seeking promotion to the rank of
211 clinical assistant professor, clinical/research associate professor, clinical/research
212 professor, senior lecturer, or principle senior lecturer except in cases of "degree
213 equivalents" as stated in the Regents' policies and University statutes, and as made
214 explicit and applicable for SPH. Promotion to Senior Academic Professional for
215 individuals hired as Academic Professionals after 2012 requires an earned doctoral
216 degree.

219   **2. Promotion Timetable**

220   In general, full-time service of at least five years in rank at Georgia State is appropriate to
221   be considered for promotion to the next level. Candidates can apply during their fifth
222   year, making the promotion effective at the beginning of their sixth year. A maximum of
223   three years' credit towards the Georgia State service period may be allowed based on
224   previous service by the candidate at another institution or within Georgia State (for
225   example, visiting faculty). Such credit for prior service shall be approved in writing by
226   the president at the time of appointment. If the candidate is approved for promotion, the
227   date the faculty member begins in the new rank is determined by Board of Regents
228   policies (see especially Board of Regents Policy Manual, Sections 8.3.8.1 and 8.3.8.2 on
229   the employment of faculty in the Lecturer track).
230

For Promotion To:	Must Serve:
Clinical Assistant Professor	4 years as Clinical Instructor
Clinical / Research Associate Professor	4 years as a Clinical/Research Assistant Professor
Clinical / Research Professor	4 years as a Clinical/Research Associate Professor
Senior Lecturer	4 years as a Lecturer
Principal Senior Lecturer	4 years as a Senior Lecturer
Academic Professional	4 years as Associate Academic Professional
Senior Academic Professional	4 years as an Academic Professional
Principal Academic Professional	4 years as Senior Academic Professional

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232
233   **3. Early Promotion**
234
235   Consideration for early promotion should occur only in cases in which a clear indication
236   of exceptional merit exists. Consistent with time-in-rank requirements, candidates should
237   be encouraged to take ample time to demonstrate fully their merits and accomplishments.
238   Generally, candidates can apply for promotion no more than one year early.
239
240
241
242

243	**PROMOTION PROCESS**

244

245 The promotion process in the School of Public Health begins with the Department Chair
246 notifying all candidates of their eligibility for promotion. The procedure and the criteria to be
247 used for evaluating a candidate are those described in the SPH's *Non-Tenure Track Promotion*
248 *Manual* that is in effect on January 1 of the calendar year in which the SPH reviews of the
249 candidate occur. NTT faculty who wish to apply for promotion will submit an application and
250 supporting materials, which will be reviewed by the Departmental NTT Promotion Committee,
251 the Department Chair, the SPH NTT Promotion Committee, and the Dean by the due dates found
252 in Appendix A. The supporting materials submitted by NTT faculty seeking promotion will be
253 tailored to the particular responsibilities and rank of the NTT faculty member seeking promotion.

254

255 **I.   DEPARTMENT-LEVEL REVIEW**

256

257   **1. Department NTT Promotion Committee**

258

259   Each department in the School of Public Health will have a Non-Tenure Track Promotion
260   Committee charged by the <u>Bylaws of the School of Public Health</u> with making
261   recommendations to the Department Chair regarding the promotion of all NTT
262   candidates. The Department NTT Promotion Committee is charged with reviewing and
263   evaluating the candidate's dossier. The chair of this committee will report its NTT
264   promotion recommendations to the Department Chair, who may choose to also consult
265   with the appropriate administrator (e.g., the candidate's supervisor, Center directors,
266   etc.).

267

268   All members of the Department NTT Committee must be at a higher rank than the
269   candidate for promotion. The committee shall consist of three (3) members, with at least
270   2 of the 3 members being of non-tenure track faculty. If there are no NTT faculty at ranks
271   above the candidate's current rank, appropriate NTT faculty from related units outside
272   the Department or SPH shall be considered. At least one member of the committee
273   should hold the NTT faculty title of each of the candidates being considered for
274   promotion. For example, if an academic professional is being considered for promotion,
275   at least one promotion committee member should be an academic professional. The
276   Department Chair will appoint the committee members; members will select the review
277   committee chair. No NTT or TT faculty member may serve at more than one level of
278   review.

279

280   **2. Evaluation of Candidates**

281

282   The Department NTT Promotion Committee reviews the candidate's dossier and other
283   related materials within the timeframe specified in the calendar (see Appendix A). The
284   Department NTT Promotion Committee is charged with evaluating the candidate for
285   promotion, according to the published criteria and standards of the SPH NTT Promotion
286   Manual and the candidate's job description and responsibilities. Specifically, it seeks to
287   ascertain whether or not sufficient evidence has been presented regarding the quality of
288   the candidate.

If, as a result of its deliberations, the Department 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 Department Chair. If the Department 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 Department Chair. The report of the Department 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 in a minority report. 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. At the same time, a copy of the recommendation letter and minority reports, if any, are sent to the candidate. The candidate has five (5) business days upon receipt of the committee's letter to respond in writing to the Department Chair.

Department Chair
The Department Chair reviews and evaluates the candidate's dossier within the timeframe specified in the calendar. They prepare a written statement, addressed to the chair of the School Committee on NTT Promotion, indicating a recommendation that states areas of agreement and/or disagreement with the Department committee's recommendation and provides specific rationale and justification. The Department Chair sends a copy of their recommendation letter to the candidate, and, at the same time, to the School Committee on NTT Promotion. The School committee receives the Department Chair's recommendation letter, the Department committee's letter, and any minority reports as part of the candidate's complete dossier. The candidate has five (5) business days upon receipt of the Department Chair's letter to respond in writing to the chair of the School committee.

II.   SCHOOL-LEVEL REVIEW

The Department Chair is responsible for providing the School Committee on NTT Promotion with:

(A) The dossier submitted by the candidate;
(B) The Department committee's recommendation letter, dissenting letters (if any) from committee member(s), and the Department Chair's recommendation letter; and
(C) Any written responses from the candidate to these evaluations.

1. School Committee on NTT Promotion

The School Committee on NTT Promotion is charged with reviewing and evaluating the dossier and other related materials, including recommendations from the Department level committee and Department Chair, of NTT faculty members being considered for

335   promotion. The chair of this committee will report its NTT promotion recommendations
336   to the Dean and copy the Dean's office administrative support who will process the
337   information. The School Committee on NTT Promotion consists of representation from
338   each of the School's departments. All members must be at a higher rank than the
339   candidate for promotion, and NTT faculty must be represented. If there are no NTT
340   faculty at ranks above the candidate's current rank, appropriate NTT faculty from related
341   units outside the School shall be considered. No NTT or TT faculty member may serve at
342   more than one level of review.
343
344   **2. Evaluation of Candidates**
345
346   **School Committee on NTT Promotion**
347   The School Committee on NTT Promotion reviews the candidate's dossier and other
348   related materials, accompanying letters from previous reviews, and candidate's written
349   response, if any, within the timeframe specified in the calendar. The School committee is
350   charged with evaluating whether, according to the published criteria and standards of the
351   Department and School and the candidate's job description, the recommendations for or
352   against promotion are justified in light of the evaluations presented by the unit and the
353   unit head. Specifically, it seeks to ascertain whether or not sufficient evidence has been
354   presented regarding the quality of the candidate. If the School committee has reason to
355   believe that one or more of the Department recommendations have not been adequately
356   substantiated, it may seek additional information from the Department. If there are
357   inconsistencies among the Department statements, it assesses the extent, if any, to which
358   these inconsistencies militate against a recommendation for promotion.
359
360   If, as a result of its deliberations, the School Committee concludes that a positive
361   recommendation for promotion is warranted by the evaluation provided by the
362   Department committee and the Department Chair, it will so recommend and also provide
363   a summary of this record and evaluations as part of its report to the Dean. If the School
364   Committee concludes that a positive recommendation is not justified by the record and
365   the evaluations, it will recommend against promotion and also provide a summary of the
366   record and evaluations in its report to the Dean. The report of the School Committee must
367   be signed by the committee chair and all committee members who agree with the
368   recommendation and justification. Committee members who do not agree with the
369   recommendation or justification, must so indicate in writing. Dissenting members of the
370   committee may provide a single joint statement. Alternatively, any member of the
371   committee may provide a separate statement indicating differences of opinion in the
372   justification, in the recommendations, and in the reasons for these recommendations.
373
374   The Dean will inform the Department and the candidate in writing of the
375   recommendation received from the School Committee within five (5) business days upon
376   receipt of the committee's letter.
377
378   The candidate has the right to respond in writing to the School Committee's evaluation,
379   and a copy of the candidate's response will be included in the dossier reviewed at all
380   higher levels. The candidate will have five (5) business days upon receipt of the School

381   Committee recommendation in which to respond.

382

383

384   **<u>SPH Dean</u>**

385   The Dean reviews and evaluates the recommendation from the SPH NTT Promotion

386   Committee and any response from the candidate. The Dean will forward their

387   recommendation letter and the candidate's dossier and other related materials to the

388   Provost within the timeframe specified in the calendar (see Appendix A). This

389   recommendation is accompanied by:

390   (A) Copy of the evaluation from the SPH NTT Promotion Committee, including

391   any minority reports from the committee;

392   (B) Any written response from the candidate; and

393   (C) Any other documentation requested by the Office of the Provost.

394

395   The Dean will notify the candidate in writing by the date specified in the calendar

396   (Appendix A). A candidate, who is not recommended by the Dean, may appeal the

397   Dean's decision to the Provost. The candidate shall have ten (10) business days upon

398   receipt of the Dean's written decision to submit a written appeal to the Provost. If a

399   candidate does not appeal a negative decision by the dean, the case will not be considered

400   at subsequent levels of review.

401

402   **<u>Candidate Withdrawal from Promotion Consideration</u>**

403   A candidate may exercise the right to withdraw the dossier and application for promotion.

404   A candidate who wishes to withdraw from further consideration may do so by informing

405   the Dean in writing with a copy sent to the Department Chair. Regardless of the

406   candidate's decision to withdraw after receipt of the School NTT Promotion Committee's

407   letter or the Dean's letter, the candidate has ten (10) business days from the receipt of the

408   respective letter in which to submit a letter withdrawing from further consideration.

409

410 **II.**   **UNIVERSITY-LEVEL REVIEW**

411

412   The Provost's review and President's review of the candidate are outlined in the *GSU*

413   *Promotion Manual for NTT Faculty* (Section V. Promotion Process).

	CRITERIA FOR EVALUATING CANDIDATES FOR PROMOTION THE SCHOOL OF PUBLIC HEALTH

414
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416
417 **I.   EDUCATIONAL REQUIREMENTS**
418
419 An earned doctoral or other terminal degree is required for NTT faculty seeking promotion to the
420 rank of Clinical Assistant Professor, Clinical/Research Associate Professor, Clinical/Research
421 Professor, Senior Lecturer, or Principal Senior Lecturer except in cases of "degree equivalents"
422 as stated in the Regents' policies and University statutes, and as made explicit and applicable for
423 SPH. Promotion to Senior Academic Professional for individuals hired as Academic
424 Professionals after 2012 requires an earned doctoral degree.
425
426
427 **II.   PROMOTIONAL RATINGS CATEGORIES**
428
429 Per the *GSU Promotion Manual for NTT Faculty,* the NTT faculty member's activities and
430 accomplishments will be evaluated as *high quality*, *excellent*, and *sustained excellence &*
431 *continued growth* in the three performance areas of instruction, scholarship, and service, as
432 applicable.
433
434 Promotion is granted on the basis of a NTT faculty member's accomplishments evaluated
435 according to the criteria for promotion as outlined below and in Appendices E-G. The
436 candidate's job description, and any modification of it over time, must be used as context for
437 alignment with the performance expectations and rating categories (e.g., research faculty with
438 teaching assignments). The weight of the following three categories are determined by the
439 candidate's job description and the faculty member(s) who is/are supervising the candidate. The
440 weight of the three categories should be determined upon hiring and be made known in writing
441 to the faculty member(s) in the initial, written contract. Any adjustment made to the weight of
442 the categories should be made known in writing to the faculty member(s) at the time of the
443 adjustment and/or the time of the faculty member's contract renewal. The *minimum* ratings
444 required for promotion at each rank are outlined below.
445
446
447   **1. CLINICAL AND RESEARCH FACULTY**
448
449   **Promotion to Clinical Assistant Professor**
450
451   In order to be promoted to the rank of Clinical Assistant Professor, a Clinical Instructor
452   must be judged *excellent* in instruction and *high quality* in scholarship (if applicable) and
453   service.
454
455

Clinical Assistant Professor	
Instruction:	Excellent
Scholarship:	High quality, if applicable
Service:	High quality

459

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.

	Clinical Associate Professor	**Research Associate Professor**
Instruction:	Excellent	High quality, if applicable
Scholarship:	High quality, if applicable	Excellent
Service:	High quality, if applicable	High quality, if applicable

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 at least *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.

	Clinical Professor	**Research Professor**
Instruction:	Sustained Excellence & Continued Growth	High quality, if applicable
Scholarship:	High quality, if applicable	Sustained Excellence & Continued Growth
Service:	High quality, if applicable	High quality, if applicable

2. LECTURER

Promotion to Senior Lecturer

Senior Lecturer	
Instruction:	Excellent
Scholarship:	N/A
Service:	High quality, if applicable

Promotion to Principal Senior Lecturer

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

Principal Senior Lecturer	
Instruction:	Sustained Excellence & Continued Growth
Scholarship:	N/A
Service:	High quality, if applicable

3. ACADEMIC PROFESSIONAL

Promotion from Associate Academic Professional to Academic Professional

Academic Professional	
Instruction:	High quality, if applicable
Scholarship:	High quality, if applicable
Service:	Excellent

Promotion from AP to Senior Academic Professional

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

Senior Academic Professional	
Instruction:	High quality, if applicable
Scholarship:	High quality, if applicable
Service:	Sustained Excellence & Continued Growth

Promotion from Senior AP to Principal Academic Professional

Principal Academic Professional	
Instruction:	Excellent, if applicable
Scholarship:	Excellent, if applicable
Service:	Sustained Excellence & Continued Growth

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 or may not 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, Lecturer, and Academic Professional NTT faculty may or may not 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 4-8 service criteria that apply to each candidate's unique Academic Professional position. Clinical, Research, and Lecturer NTT faculty may or may not 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.

581	**DIRECTIONS TO CANDIDATE FOR SUBMITTING MATERIALS FOR**
582	**PROMOTION**

583
I.   INSTRUCTIONS AND COMMENTS ON SUBMISSION OF DOSSIER
584

585

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

594

595   Each candidate must submit a dossier with documentation that describes their activities.
596   The dossier should be able to make the case by itself (i.e., without formal or informal oral
597   discussion, or presentations) with respect to the candidate's qualifications. An electronic
598   PDF copy of the dossier is required to facilitate a timely review by the various parties
599   included in the review process. The appropriate administrator should provide a statement
600   of the workload distribution and the duties and responsibilities pertaining to the candidate
601   to be included in the dossier (*GSU Promotion Manual for Non-Tenure Track Facult*y, p.
602   14).

603

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

609

610   Candidates must refer to the NTT promotion calendar found in Appendix A for timeline
611   and submission deadlines for each step. The candidate submits a complete electronic
612   dossier to the Department Chair by the date specified on the calendar. Permitted materials
613   can be added to the dossier until the SPH NTT Promotion Committee begins its review.
614   The additional materials will be provided to the committee chair, who will notify all
615   members of the SPH NTT Promotion Committee that additional materials have been
616   added to the dossier. Once the committee has made its recommendation, no material may
617   be added to the dossier. The dossier is considered closed as of this date, and all parties
618   involved in the review of the candidate's credentials will have access to exactly the same
619   information in the dossier.

620

621   Once a dossier is submitted to the School Committee on NTT Promotion, it can be
622   viewed only by committee members, the administrative secretary of the committee, and
623   administrative officials at the SPH (Dean's Office) and the University charged with the
624   responsibility for reviewing candidates for promotion. This policy is strictly enforced.

625

626 Candidates must follow the directions for categorizing supporting evidence submitted on
627 instruction, scholarship, and service. The categories given for the division of materials in
628 these areas should not be regarded as limiting or exclusive, and candidates may make
629 additions.
630
631
632 **II.** **INSTRUCTIONS FOR ELECTRONIC FORM OF DOSSIER**
633
634 All materials should be placed in one electronic PDF document. The dossier may be
635 returned for revision if the materials in the dossier are not submitted in the standard
636 format.
637
638
639 **III.** **FORMAT FOR DOSSIER**
640
641 1. The dossier begins with a cover page that includes the candidate's name, present
642 rank, academic unit, date of appointment at Georgia State University (full or part-time
643 status indicated) and rank awarded, number of credits for years of prior service, dates
644 for leaves of absence (with the purposes of the leaves indicated), and dates and places
645 of previous promotions. The following format should be used (*lines not applicable*
646 *should be omitted*):
647
648 Name
649 Highest Degree
650 Present Rank
651 Academic Unit(s), If Any
652 Research Center Affiliation(s), If Any
653 Date of GSU Appointment and Rank Awarded
654 (A copy of the letter stating the award should be attached)
655 Leaves of Absence
656 (Description and Purposes)
657 Dates and Places of Previous Promotions and Ranks Awarded
658 Proposed Rank
659
660
661 2. SPH NTT Promotion Committee's recommendation and evaluation to the Dean.
662 (*Note*: This item will be received and prepared by the SPH NTT Promotion
663 Committee chair and added to the dossier.)
664
665 3. Candidate's written responses to the SPH NTT Promotion Committee's
666 recommendation letter (optional to candidate). (*Note*: these items will be received and
667 prepared by the SPH NTT Promotion Committee chair and added to the dossier).
668
669

4. <u>Table of Contents</u>. List the following items included in dossier: 1) Workload Statement, 2) CV, 3) Concise/Narrative Statement for NTT Faculty, and 4) Lists of Accomplishments and Supporting Evidence.

5. <u>Workload Statement</u>. 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.

6. <u>Annual Evaluations</u>. The candidate should submit all annual evaluations that occurred during the review period.

7. <u>CV.</u> There is not specific format required for the CV. The following sections are commonly included in a candidate's vita.

   - Candidate information
   - Education and work history: degrees, professional credential, certifications, licenses
   - Publications: journal articles, book chapters, books, other publications, monographs; candidates may indicate student/trainee authors
   - Grants and funding: external grants, internal grants, other funding; candidates may list awarded grants, not-awarded grants, and pending grants
   - Presentations: generally, limit to last five years.
   - Professional development: memberships in professional organizations, offices held and dates served, journal editor or editorial board; grant reviewer
   - Awards, honors, and recognitions
   - Instruction: courses taught, title, semester; guest lectures
   - Student advising: graduate students mentored, Thesis and Dissertation committees and roles; undergraduate honors projects
   - Service: Formal administrative duties in department, school, or University; department, school, and University committees chaired and served, external service to the profession, service to the community.
   - Media contributions: television, radio, newspapers, magazine, etc.

8. <u>Concise/Narrative Statement for NTT Faculty</u>. A candidate may include a *concise statement* or a *narrative statement*—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.

715
716   A *narrative statement* provides the candidate an opportunity to link their
717   accomplishments to the criteria for promotion. Each narrative statement is to be no
718   longer than 2 single-spaced pages. Each narrative statement should include
719   information about the percentage of time devoted to each area. A narrative statement
720   should be written for each area applicable to the candidate's position: summary and
721   self-evaluation of instruction, summary and self-evaluation of scholarship, and
722   summary and self-evaluation of service.
723
724   9. Lists of Accomplishments and Supporting Evidence for <u>Instruction</u>, <u>Scholarship</u>, and
725   <u>Service</u>, as follows:
726
727   Most of the materials submitted by a candidate can be placed in one of the categories
728   listed in the next section of the School's NTT Promotion Manual for instruction,
729   scholarship, or service. Materials inappropriate for listed categories must be placed in
730   a separate category at the end of the area. This section includes accomplishments for
731   a specific category in list form. The supportive documentation should be placed
732   immediately after and in the same order used in the list for each specific category.
733
734   Explicit instructions are given in the following sections for the arrangement of the
735   lists of accomplishments and the supporting documentation.
736
737 **IV.**   **CATEGORIES FOR INSTRUCTION**
738
739 As stated in the section on criteria, Georgia State University requires the services of
740 teacher-scholars who are now contributing significantly in the area of instruction and for
741 whom there exists ample evidence that this activity will continue in the future.
742 Information provided by candidates to document their contributions in the areas of
743 instruction must be divided into the sections listed below:
744
745   1. **Courses Taught:** The candidate must provide a copy of the most recent syllabus used
746   for each course taught since they were hired or last promoted. Only one syllabus for
747   each different course is required. The candidate must provide a list of courses taught
748   indicating the quarter or semester, the title and course number, and the number of
749   students in the course.
750
751   2. **Student Evaluations of Instruction:** Summary of the student questionnaires must be
752   provided for courses taught. Written comments may be included.
753
754   3. **Course Development:** Provide evidence of significant development of new or
755   revised courses, programs, and/or instructional methods.
756
757   4. **Honors or Special Recognition for Instruction:** These should be listed in tabular
758   form.
759

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. <u>*Note*</u>: 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 E 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

806   to the discipline. Clear indication should be given of whether the article
807   has been published or accepted for publication, and whether the journal is
808   refereed.
809
810   B.   Published Books and Monographs and Those Accepted for Publication.
811   Title, publisher, and date of publication or projected publication, and a one
812   or two sentence description of the work, including an assessment of its
813   contribution to the discipline. For works only accepted for publication,
814   clear indication should be given of whether an item is a book manuscript
815   in press and scheduled for publication at a more or less definite date, or a
816   book project for which a contract has been awarded and a manuscript is to
817   be submitted to the publisher in the future.
818
819   C.   Reports, Essays, Book Chapters.
820   Title, where published, and date of publication or projected publication,
821   and a one or two sentence description of the work, including an
822   assessment of its contribution to the discipline.
823
824   D.   Book Reviews.
825   Title, author, place of appearance, and date of publication or projected
826   publication.
827

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.

850   8. **Other Materials** that bear on the evaluation of scholarship. Candidates are
851   encouraged to include in their dossiers as many as possible of the materials identified
852   by them as relevant to the assessment of scholarship.
853
854   *Note*: Some NTT faculty members, such as academic professionals, may not have any of
855   the above sections, may have additional sections other than those listed above, or both.
856
857
858   **VI.**   **CATEGORIES FOR SERVICE**
859
860   The SPH NTT Promotion Committee considers only service activities related to the
861   candidate's areas of professional competence and job responsibilities. Normally, all of a
862   candidate's accomplishments in this area can be listed logically in any of the categories
863   given below. If this is not the case for some items, the candidate may create new
864   categories and list the accomplishments under the new headings.
865
866   Service open to any responsible citizen must not be included. Extra remuneration for
867   academic or public service should not preclude its inclusion. However, such service will
868   be considered primarily on the basis of its direct benefits to Georgia State University. In
869   areas where a candidate believes substantial contributions have been made (as may be
870   indicated in the candidate's statement on service), it is appropriate for the SPH NTT
871   Promotion Committee to solicit information about the effectiveness or importance of the
872   candidate's service and to speak to this effectiveness and importance in its letters.
873
874   1. **Assistance and Availability to Colleagues:** List consultation about educational
875   problems, reviews of manuscripts, collaboration on research projects, assistance with
876   projects, and contributions to programs in other concentrations, areas, or colleges.
877   The candidate should indicate ways in which they regularly make themselves
878   accessible to their colleagues.
879
880   2. **Contributions to Unit:** List memberships on unit committees, development of
881   programs, and activities. List only contributions not already included in instruction or
882   scholarship.
883
884   3. **Contributions to Research Centers:** List formal associations and appointments in
885   research centers, and projects, programs, reports, committees, grant submissions, and
886   presentations in which the candidate has participated under the aegis of these centers.
887
888   4. **Committee Responsibilities at the School/College, University or System Level:**
889   List committees and periods of service.
890
891   5. **Support of Local, State, National or International Organizations:** List consultant-
892   ships, memberships on advisory boards, and offices held, and include dates of service.
893
894   6. **Significant Community Participation:** List lectures, speeches, presentations,
895   performances, and short courses, and include dates.

896
897 7. **Meritorious Public Service:** List assistance to governmental agencies and
898   development of community, state, or national resources and include dates.
899
900 8. **Other Materials** that bear on the evaluation of service. Candidates are encouraged to
901   include in their dossiers as many as possible of the materials identified by them as
902   relevant to the assessment of service. *Note*: Some NTT faculty members, such as
903   academic professionals, may have sections other than those above that better fit their
904   job descriptions—those sections should be used instead of the ones listed above.
905
906
907

	STRUCTURED REVIEWS

Structured Reviews for faculty in promotable NTT positions are intended to provide a longer-term perspective than is usually provided by an annual review, and they contribute to the determination of whether faculty members who are seeking promotion are progressing toward promotion. Structured Reviews are also used to identify opportunities that will enable faculty members to reach their full potential in terms of contribution to the university.

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

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

Normally, for lecturers appointed at the entry level, the first Structured Five-Year Review is also the review for promotion to senior lecturer. A maximum of two years' suspension of the probationary period may be granted (e.g., because of a leave of absence based on birth or adoption of a child, or serious disability or prolonged illness of the employee or immediate family member). Such interruption must be approved by the President. Except for the approved suspension of the probationary period, the maximum time that may be served as lecturer without being promoted is six years. The promotion to senior lecturer will be effective at the beginning of the seventh year of service. This timeline enables the university to meet Board of Regents deadlines for the reappointment and promotion of lecturers (Board of Regents Policy Manual, Sections 8.3.8.1 and 8.3.8.2).

The year in which a NTT faculty member comes up for promotion does not have to coincide with the year in which the NTT faculty member is subject to a Structured Review. Structured Reviews are conducted in the timeline specified above. A NTT faculty member can be a candidate for promotion in any year the faculty member chooses, subject to policies outlined in the college and department NTT promotion manuals, and after consultations with the candidate's chairperson and Dean.

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 B for the third-year review calendar.

2. THIRD-YEAR REVIEW COMMITTEE

The SPH will have a structured review committee that evaluates the credentials of all NTT faculty members undergoing review. This committee consists of a minimum of three faculty members. All members must be at a higher rank than the candidate under review. The committee shall consist of a minimum 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. At least one member of the committee should hold the NTT faculty title of each of the candidates being considered for review. For example, if an academic professional is being considered for promotion, at least one review committee member should be an academic professional. The review committee members will select its 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

- 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

A written report will be prepared by the review committee and presented to the Department Chair, with a copy to the faculty member. The report will contain an

999 evaluation of the faculty member's progress toward promotion in each of the three
1000 categories of instruction, scholarship, and service in alignment with the NTT faculty
1001 member's tasks and job responsibilities; and, observations and thoughts regarding what
1002 changes, if any, the committee believes the faculty member seeking promotion needs to
1003 address.
1004
1005 The written report from the review committee, the candidate's CV, and the two-page
1006 statement will be sent to the Dean. In turn, the Dean will prepare a memorandum and will
1007 forward the memorandum, along with letter from the review committee, the CV, and the
1008 two-page statement to the Provost. If the review is negative, the Dean will notify the
1009 candidate of the negative review. The faculty member, Department Chair, and/or Dean
1010 will meet to discuss the review as needed, and especially if the faculty member is
1011 believed to be not on track for promotion.
1012
1013 The full report, including all letters, memoranda, and comments, and faculty member's
1014 response, if any, will become part of the faculty member's file. Written notification will
1015 be provided to the candidate at each stage of the review.
1016
1017
1018 **II.   FIVE-YEAR REVIEW**
1019
1020 **1. DATE OF THE FIVE-YEAR REVIEW**
1021
1022 The five year review will be conducted during the Spring Semester of the fifth year of
1023 service and thereafter at five year intervals or since the most recent promotion, unless
1024 interrupted by a leave of absence (paid or unpaid), or a letter of retirement/resignation
1025 that is effective prior to the end of the five year interval. For lecturers appointed at the
1026 entry level, the first structured five year review is also the review for promotion to senior
1027 lecturer (*GSU NTT Promotion Manual*). See Appendix C for the five year review
1028 calendar. Candidates may seek promotion in their fifth year; if this is the case, their five
1029 year review should follow the promotion review process.
1030
1031 **2. FIVE-YEAR REVIEW COMMITTEE**
1032
1033 The SPH NTT Promotion Committee evaluates the credentials of all NTT faculty
1034 members undergoing review. This committee consists of a minimum of three faculty
1035 members. All members must be at a higher rank than the candidate under review. The
1036 committee shall consist of a minimum of three (3) members, with at least 2 of the 3
1037 members being of non-tenure track faculty. If there are no NTT faculty at ranks above the
1038 candidate's current rank, appropriate NTT faculty from related academic units in the
1039 university shall be considered. At least one member of the committee should hold the
1040 NTT faculty title of each of the candidates being considered for promotion. For example,
1041 if an academic professional is being considered for promotion, at least one promotion
1042 committee member should be an academic professional. The review committee members
1043 will select its chair.
1044

3. MATERIALS TO BE REVIEWED

The cumulative 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
- 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 their comments, all reports and comments are sent to the faculty member with copies to other parties involved in the cumulative review process.

After completion of these assessments, a meeting will be held between the appropriate administrator and the faculty member. This may be the Department Chair or a Center Director, as appropriate. 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.

1086		
1087		**APPENDIX A: CALENDAR FOR THE SCHOOL OF PUBLIC HEALTH NON-TENURE TRACK PROMOTION PROCESS**

1088	
1089	
1090	****FOR ANY DATE THAT FALLS ON THE WEEKEND OR A HOLIDAY, THE**
1091	**EFFECTIVE DEADLINE BECOMES THE NEXT BUSINESS DAY.**
1092	**NOTE: THIS DOES NOT CAUSE ANY SHIFT IN THE**
1093	**REMAINDER OF THE SCHEDULE**
1094	
1095	

DATE	*RESPONSIBLE PARTY*	*ACTION*
March 1	Department Chair	The Department Chair 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.
March 1-31	Chair of SPH NTT Promotion Committee	The SPH NTT Promotion Committee holds an informational Committee meeting to discuss NTT promotion and procedures. The meeting is open to all SPH faculty.
April 1	Candidate	Eligible faculty members who intend to apply for promotion respond in writing to the Department Chair
September 1	Candidate	Candidate submits completed dossier (1 electronic PDF copy) to the Department Chair
October 15	Departmental NTT Promotion Committee	The committee forwards its letter of recommendation, any minority reports, and the dossier to the Department Chair. A copy of the Departmental NTT Promotion committee's recommendation letter, and any dissenting reports, are sent to the candidate.
November 1	Department Chair	The Department Chair will review and evaluate the candidate's dossier and the recommendations of the Department Committee. The Department Chair will forward a recommendation along with the Department Committee recommendation and the candidate's dossier and other related material to the SPH NTT Committee.

November 15	SPH NTT Committee	The SPH NTT Committee will review and evaluate the candidate's dossier and the recommendation of the Chair and department committee. The committee will forward a recommendation, along with the department committee and chair's recommendation and the candidate's dossier and other related material to the Dean
December 1	Candidate	A candidate's response, if any, regarding the School committee's recommendation is due to the Dean (with a copy to the Department Chair) within ten (10) business days of receiving the report.
December 7	Dean	The Dean completes the review of the candidate's materials. The candidate is informed in writing of the Dean's recommendation.
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. |

1096
1097
1098 **The exact dates for the notification of the outcomes of the University review**
1099 **will be determined by the Office of the Provost and communicated to the**
1100 **University in advance of each year's promotion cycle and communicated to**
1101 **faculty.**
1102
1103

March	The Dean forwards the promotion recommendations, positive and negative, to the Provost by the date established by the Provost's office.
April	Provost completes review of NTT promotion cases and responds to appeals from candidates.

Within **ten (10)** business days of receiving the Provost's recommendations, the Dean notifies the candidates. |

| **May** | President completes review of NTT promotion cases and responds to appeals from candidates. |
| | Within **ten (10)** business days of receiving the President's decisions, the Dean notifies the candidates. |

1104

APPENDIX B: CALENDAR FOR STRUCTURED THIRD-YEAR REVIEWS

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

Additional information can be found in the *Structured Third-Year Review* section.

March 1   SPH NTT Promotion Committee appointed per the SPH bylaws.

March 15   Faculty member being evaluated will supply School's Third-Year Review Committee the appropriate documentation.

April 1   Third-Year Review Committee submits to the faculty member being evaluated a written report of its recommendation and supporting documentation.

May 1   Third-Year Review Committee's written report and supporting documentation due to the Dean.

May 31   Dean's memo to the Provost includes the Third-Year Review Committee's written report, the CV, and the two-page statement.

APPENDIX C: CALENDAR FOR FIVE-YEAR REVIEWS

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

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

March 1   School's Five Year Review committee members appointed by the Dean.

March 15   Faculty member being evaluated will submit appropriate documents to the Five-Year Review Committee.

May 1   Five-Year Review committee submits report along with supporting documentation to the faculty member

May 18   Five-Year Review Committee's written report and supporting documentation due to the Dean.

June 2   Dean's memo to the Provost includes the Five-Year Review Committee's written report, the CV, and the two-page statement.

June-August   Provost reviews all School Five-Year 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	*Excellent*	*Sustained Excellence & Continued Growth*
Shows evidence of 4 of the following activities (including activities from the 'Excellent' and 'Sustained Excellence & Continued Growth' categories):	*Shows evidence of 5 of the following activities* (including activities from the 'Sustained Excellence & Continued Growth' category):	*Shows evidence of 6 of the following activities*:
Achieves good teaching/training effectiveness ratings from students/trainees and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate	Achieves excellent teaching effectiveness ratings from students and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate	Continues to achieve 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 related to classroom teaching or programs that influence public health outcomes	Impacts curriculum design, assessment, and organization in an excellent way.	Continues to impact curriculum design, assessment, and organization in an excellent way.
Plans and organizes the learning experiences for existing courses/workshops.	Demonstrates the ability to maintain relationships with agencies or accreditation agencies that facilitate or guide student learning experiences.	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 effective curriculum materials and/or delivery approaches for courses/workshops.	Demonstrates the ability to maintain relationships with agencies that facilitate trainee 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).
Participates in course/curriculum/ workshop/program development.	Plans and organizes the learning experiences for existing 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.
Participates in course/curriculum/ workshop/program modification.	Develops effective curriculum materials and/or delivery approaches for courses/workshops.	Develops and implements seminars/workshops for professional peers and practitioners, including other SPH faculty and staff.
Provides academic advisement.	Participates in course/curriculum/ workshop/program development.	Provides guidance and mentoring in the teaching process to other faculty members, and this may include the area of curriculum assessment.
Provides advisement to students including special projects/ independent studies.	Participates in course/curriculum/ workshop/program modification	
Engages in mentoring which facilitates students' problem solving and effective use of university and community resources.		
Utilizes professional practice exemplars in teaching.		

High Quality	Excellent	Sustained Excellence & Continued Growth
Utilizes expertise from professional practice to develop relevant curriculum. Plans and organizes curriculum assessments. Assists other faculty in curriculum compliance with accreditation bodies. Assists other faculty in syllabi compliance with accreditation bodies. Serves as committee member on thesis, masters project, and/or doctoral dissertation committees Develops and implements seminars/workshops for professional peers and practitioners Provides academic and research advisement to students Supervises students for independent studies or special projects Receives teaching awards Chairs thesis, masters project, and/or doctoral dissertation committees Contributes to student accomplishments in the form of student awards/scholarships, grants, and professional presentations and publications	Participates in curriculum/workshop evaluation or assessment. Develops new courses/workshops, or assists others in the development. Develops and implements seminars/workshops for professional peers and practitioners, including other SPH faculty and staff. Provides academic advisement to students. Provides research advisement to students. Supervises students for independent studies or special projects. Provides advisement to faculty on accreditation issues. Coordinates courses in the curriculum. Uses expertise to mentor novice professionals in their role development, including new faculty. Uses expertise to mentor students in their professional role development. Contributes to the development of training grants or other funding mechanisms which advance the teaching mission. Contributes to the recruitment and promotion of diverse students, faculty, and staff. Contributes to curriculum development with consideration of accreditation issues.	Contributes to student accomplishments in the form of student awards/scholarships, grants, and professional presentations and publications. Serves as committee member on thesis, master's projects, and/or doctoral dissertation committees, or assists in their assessment. Receives teaching/training awards. Coordinates specialty area programs in the curriculum, or provides professional expertise in the accreditation of these specialty areas. Evaluates research in the area of teaching/learning/training technology. Disseminates knowledge in the area of teaching/instructional competencies through publication in peer- reviewed journals or books. Initiates, leads, or provides accreditation guidance in the development of new courses/workshops, major revisions of existing courses/workshops, and programmatic curriculum design. Provide consultation to community providers and organizations to advance their knowledge in program and implementation

High Quality	Excellent	Sustained Excellence & Continued Growth
Provides leadership in the development of new courses, programs, and instructional materials, especially at the graduate level	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	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.

APPENDIX E: RATING CRITERIA IN SCHOLARSHIP

High Quality	*Excellent*	*Sustained Excellence & Continued Growth*
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	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).	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)
Seeks internal or external funding for support of scholarship		
Has the beginnings of a program of research	Obtains intramural funding and seeks external funding for support of scholarship	Sustained record of obtaining intramural and external funding for support of scholarship as either co-investigator or principle investigator.
AND *Shows evidence of 2 of the following activities* (including activities from the '*Excellent*' and '*Sustained Excellence & Continued Growth*' categories)*:*	AND *Shows evidence of 4 of the following activities* (including activities from the '*Sustained Excellence & Continued Growth*' category)*:*	AND *Shows evidence of 5 of the following activities:* Provides leadership in research endeavors
Is recognized at the local and/or state levels for an area of scholarly expertise	Collaborates with faculty colleagues and students to address common research interests and clinical problems	Provides guidance and assistance to faculty colleagues and students related to research
Makes scholarly presentations at local and/or state professional meetings	Is recognized at the regional level for an area of scholarly expertise	Is recognized nationally for an area of scholarly expertise
Actively maintains and enhances technical/scientific/clinical competence as appropriate OR receives professional certification and/or advanced credentialing	Serves as a grant reviewer, as referee for a scholarly journal, or in any type of editorial capacity	Serves as a grant reviewer, is on an editorial review board, or regularly serves as referee for scholarly journals
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	Regularly makes scholarly presentations at state, regional, and national professional meetings	Regularly makes scholarly presentations at national and international professional meetings
	Evaluates research findings for application in practice.	Obtains awards for research/scholarly activities
	Contributes to evidence-based practice reviews and guideline development	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.

Clinical Faculty, Research Faculty, and Lecturer

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

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3 **Academic Professionals**

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

High Quality	*Excellent*	*Sustained Excellence & Continued Growth*
Shows evidence of 4-8 of the following activities: 1. Participates in professional and/or university service activities. 2. Serves as an elected and/or appointed member of a committee. 3. Fulfills assignments within the unit and/or college. 4. Serves on committees in professional organizations at the local or university level. 5. Serves on agency, community, or organization boards, commissions, and committees at the local level. 6. Assists in School or community development efforts. 7. Demonstrates an active membership in activities of School, community, and national/international organizations. 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 9. Participates in the planning and organizing of program(s). 10. Participates in the development of the program(s).	Shows evidence of 4-8 of the following activities: 1. Contributes to professional and/or university service activities. 2. Serves as an elected or appointed member of unit, School, or university committees. 3. Fulfills administrative appointments and assignments within the unit and/or college. 4. Serves on committees and assumes leadership roles in professional organizations at the School, university, local and state levels. 5. Serves on committees and assumes leadership roles in community agencies and organizations at the local and state levels. 6. Assists in the evaluation of School, university, and/or community evaluation/research/educational projects. 7. Collaborates with the community in the development of programs and/or services. 8. Presents and organizes at workshops/continuing education programs for School, university, and/or professional groups. 9. Presents and organizes at workshops/continuing education programs for community groups.	Shows evidence of 4-8 of the following activities: 1. Demonstrates leadership in professional and/or university service activities. 2. Provides leadership on unit, School, or university committees. 3. Fulfills administrative appointments and assignments within the unit, college, or university. 4. Serves an increasing leadership role in professional organizations at the School, university, local, state, national or international level. 5. Serves in positions of leadership in community agencies and organizations at the local, state, national or international level. 6. Assists in the evaluation of School, university and/or community evaluation/research/educational projects. 7. Works to enhance the knowledge, reputation and/or visibility of the unit and college. 8. Collaborates with community in the development of programs and/or services. 9. Presents and organizes at workshops/continuing education programs for School, university and/or professional groups.

11. Participates in program assessment.	10. Achieves very good ratings of administration and management effectiveness (through a peer-review process as appropriate)	10. Presents and organizes at workshops/continuing education programs for community groups.
12. Achieves good ratings of administration and management effectiveness (through a peer-review process, as appropriate)	11. Supervises the administration of a program	11. Achieves excellent ratings of administration and management effectiveness (through a peer-review process as appropriate).
13. Participates in the management of program(s) (i.e. assessment programs).	12. Consistently demonstrates the ability to manage the administration of programs(s) (i.e. assessment programs).	12. Demonstrates the ability to enhance the administration of the program.
14. Participates in securing resources (materials, personnel, space and supplies) or organizing existing resources and personnel as need for respective program.	13. Supervises the securing and maintaining resources (materials, personnel, space, and supplies) or the organization of existing resources and personnel as need for respective program.	13. Provides the leadership in the administration of program (s) (i.e. assessment programs).
15. Participates in preparation of delivery approaches (may include accreditation maintenance).	14. Plans and organizes delivery approaches (may include accreditation maintenance).	14. Supervises the securing and maintaining resources (materials, personnel, space, and supplies) or the organization of existing resources and personnel as need for respective program.
16. Participates in the development of effective Budget Management system.	15. Develops effective Budget Management System.	15. Develops innovative, delivery approaches (may include accreditation maintenance).
17. Participates in the development of effective Purchasing Management system.	16. Develops an effective Purchasing Management system.	16. Provides leadership in the development of effective Budget Management system.
18. Participates in the identification of safety issues.	17. Develops safety procedures and participates in the evaluation of these procedures.	17. Provides leadership in the development and/or expansion of effective Purchasing Management system.
19. Participates in program evaluation by participating in data collection and storage.	18. Supervises data management, assessment and analysis.	18. Develops safety procedures and leads in the evaluation of these procedures.
20. Engages in the coordination of workshops and/or labs, or uses expertise to present to School or university community.	19. Coordinates workshops and/or labs, or uses expertise to present to and guide School or university community.	19. Uses data analysis for data driven decision making.
21. Participates in event planning, including accreditation events.	20. Supervises events planning, including accreditation events.	20. Coordinates workshops and/or labs, or uses expertise to present to and guide School or university community.
	21. Supervises the School's accreditation efforts.	21. Provides leadership in the supervision of event planning.
	22. Demonstrates the ability to plan and organize program(s).	
	23. Develops effective program(s).	

22. Participates in the School's accreditation efforts. 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.	24. Recognizes and monitors the collection of and supporting documentation of trends in the professional practice of program development. 25. Develops effective program assessments. 26. Achieves very good effectiveness ratings of supervision effectiveness through a peer-review process as appropriate 27. Develops and provides faculty training. 28. Develops and provides student training. 29. Develops and provides staff training. 30. Uses effective communication skills within the work unit and with other units. 31. Facilitates a positive working relationships within the unit and with other units. 32. Provides opportunities for professional growth and development of unit staff. 33. Contributes to professional, community, and committee outreach activities. 34. Organizes workshops/continuing education programs for professional and/or community groups. 35. Collaborates with academic unit, college, and university to implement strategies to maintain contact with former students (alumni).	22. Provides leadership for and contributes to the development of programming and events, including accreditation events. 23. Effectively directs the School's accreditation efforts. 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 25. Demonstrates the ability to consistently plan and organize program (s). 26. Provides leadership in the development of program(s). 27. Utilize expertise from professional practice to develop visionary program development addressing future trends in practice of program development. 28. Provides leadership in program analysis and assessment. 29. Achieves excellent effectiveness ratings of supervision effectiveness through a peer-review process as appropriate. 30. Provides leadership in the development of faculty training and/or the consistent ability to provide faculty training. 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

35. Assists in building relationships within the university.	36. Collaborates with unit, college, and university in developing relationships with community donors. 37. Engages in recruitment of faculty, staff, and/or students. 38. Collaborates in communication efforts with constituencies outside the university, including parents. 39. Collaborates in building relationships within the university.	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). 41. Serves in leadership role in developing relationships with community donors. 42. Serves in a leadership role in active recruitment and selection of faculty, staff, and/or students. 43. Serves in leadership role in developing communication strategies with constituencies

| | | outside the university, including parents. |
| | | 44. Serves in leadership role in building relationships within the university. |

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 their 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.