

**College of the Arts**  
**Georgia State University**  
**DRAFT PROMOTION MANUAL**  
**FOR NON-TENURE TRACK FACULTY**

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1 **I. INTRODUCTION**

2 The policies and procedures related to the review and promotion of Faculty in non-tenure  
3 track ranks are outlined in this document, the University Promotion Manual for Non-  
4 Tenure Track Faculty, and School/Department/Institute (hereafter “Department”)  
5 guidelines.

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

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

18 The College of the Arts NTT manual is reviewed and periodically revised by the College  
19 Bylaws and Promotion & Tenure Guidelines Committee. In keeping with University  
20 requirements, if there are substantive revisions in College or University NTT manuals, the  
21 College NTT manual also must be reviewed and approved by the Provost.

22 The promotion policies and procedures established by the College and Georgia State  
23 University for NTT Faculty conform to the requirements of the Board of Regents.  
24 Specifically, these policies and procedures conform to Section 8.3 of the BOR Policy Manual.

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

27 The following two NTT Faculty positions in use in the College of the Arts are eligible for  
28 promotion. For each position, the ranks used within the College of the Arts have been listed  
29 in parentheses starting with the lowest rank and ending with the highest possible rank.

- 30 1. Lecturer (Lecturer, Senior Lecturer, Principal Senior Lecturer)
- 31 2. Academic Professional (Academic Professional, Senior Academic Professional,  
32 Principal Academic Professional)

33 In addition to the NTT Faculty titles listed above, the position of Instructor is also in use in  
34 the College. However, at Georgia State University there is no promotion path for NTT  
35 Faculty holding the position of Instructor.

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

37 The following is a description of each of the two NTT Faculty positions listed in Section I.  
38 Within each position, the duties and responsibilities are listed in order of importance for

39 that position. The duties and responsibilities are divided into the categories of teaching,  
40 service, and research and creative activity.

#### 41 **A. Lecturer**

##### 42 1. Teaching

43 The primary responsibility of Lecturers is teaching.

##### 44 2. Service

45 As part of their workload, Lecturers are expected to engage in service activities. These  
46 activities may include advising and serving the academic needs of students, serving on  
47 committees, or participating in other forms of academic service. Service may be at the  
48 Department, College, and/or University level. Service also may involve activities related to  
49 the profession and the community.

##### 50 3. Research and Creative Activity

51 Lecturers are not required to engage in research and creative activities. Nonetheless,  
52 Lecturers are expected to be familiar with current trends and methods in their discipline.

#### 53 **B. Academic Professional**

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

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

61 The Academic Professional position requires an appropriate terminal degree, or in rare and  
62 extraordinary circumstances, qualification on the basis of demonstrably successful related  
63 experience, which exception is expressly approved by the institution President (BOR Policy  
64 Manual Section 8.3.8.3).

##### 65 1. Service

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

- 68 a. Managing instructional laboratories or studios;

- 69 b. Assuming academic program management roles not suited for expectations applied  
70 to tenure track Faculty members, operating instructional technology support  
71 programs;  
72 c. Assuming professional student counseling center responsibilities, providing  
73 specialized skill acquisition training as support for academic programs; and,  
74 d. Working with tenure track Faculty members in course and curriculum development  
75 and in the laboratory or studio.

## 76 2. Teaching

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

## 79 3. Research and Creative Activity

80 The College of the Arts does not require Academic Professionals to engage in research and  
81 creative activities. Nonetheless, Academic Professionals are expected to be familiar with  
82 current trends and methods in their discipline.

### 83 **III. COLLEGE NON-TENURE TRACK REVIEW PROCESS FOR PROMOTION TO SENIOR** 84 **LECTURER, PRINCIPAL SENIOR LECTURER, SENIOR ACADEMIC PROFESSIONAL, AND** 85 **PRINCIPAL ACADEMIC PROFESSIONAL**

#### 86 **A. Process Overview**

87 The primary stages of the College NTT promotion review process are described below.  
88 Specific dates will be assigned to each step in a review calendar issued in advance of the  
89 review cycle each year.

- 90 1. The Dean's Office notifies all candidates of their eligibility for promotion, with copy  
91 to the Department Chair/Director (hereafter referred to as "Department Chair").
- 92 2. The candidate submits review materials to the Department Chair.
- 93 3. The Department Chair forwards the candidate's materials to Department NTT  
94 promotion committee (or subcommittee for initial review, but the final  
95 recommendation must be made by the committee as a whole).
- 96 4. The Department committee submits its recommendation, including any minority  
97 reports, to the Department Chair. Members of the committee must not be identified  
98 to the candidate; therefore, the signatures must appear on a separate page so that  
99 they can be removed when the candidate is provided with his or her copy of the  
100 committee's report(s). The candidate will receive a copy of the Department  
101 committee's recommendation, including any minority reports, and will have the  
102 option to respond to the Department Chair within three business days of receiving  
103 the Department committee report.
- 104 5. The Department Chair submits his/her recommendation and the recommendation  
105 of the Department committee, including any minority reports and any responses

106 from the candidate, to the Dean's Office. The candidate will receive a copy of the  
107 Department Chair's recommendation and will have the option to respond to the  
108 Dean's Office (with copy to the Department Chair) within three business days of  
109 receiving the Department Chair's report. The Dean's Office forwards the reports  
110 from the Department committee and the Department Chair, including any minority  
111 reports and any responses from the candidate to the College NTT promotion  
112 committee.

113 6. The College NTT promotion committee submits its recommendation, including any  
114 minority reports, to the Dean's Office. The candidate will receive a copy of the  
115 College committee's report and will have the option to respond to the Dean within  
116 three business days of receiving the College committee's report.

117 7. The Dean submits his or her recommendation and all review materials, including  
118 any prior responses from the candidate, to the Provost's Office. The candidate will  
119 receive a copy of the Dean's report. If the Dean's recommendation is negative, the  
120 candidate may appeal to the Provost within ten business days, and the Provost will  
121 provide the candidate and the Dean with a written decision, including bases upon  
122 which the appeal is supported or rejected. If the Dean's recommendation is positive,  
123 the candidate will not have the option to respond to the Provost.

124 See section IV below for information on the evaluation and appeal processes of the  
125 University Provost and President.

126 **B. Department Non-Tenure Track Promotion Committees**

127 The Department Non-Tenure Track Promotion Committee consists of all tenured Faculty  
128 and all NTT Faculty of senior rank and above (see Appendix B) in the Department, except  
129 the Department Chair and any members of the Department serving in a position that will  
130 review the candidate's promotion application at the College or University levels.  
131 Departments may operate through a system of subcommittees that initially review and  
132 evaluate each candidate's credentials. All final recommendations must be made by the  
133 committee of the whole. The committee of the whole must meet to discuss and vote on its  
134 final recommendation. The letter from the Department committee of the whole must be  
135 signed by the committee Chair and all committee members who agree with the  
136 recommendation. Committee members who do not sign this recommendation must provide  
137 a signed separate letter (minority report) indicating their recommendation and supporting  
138 rationale. Members of the committee must not be identified to the candidate; therefore, the  
139 signatures must appear on a separate page so that they can be removed when the  
140 candidate is provided with his or her copy of the committee's report(s).

141 Faculty of equal or lower rank to the candidate's current rank may not vote on the final  
142 recommendation of the committee of the whole. In consultation with the Department Chair,  
143 the Dean will augment the Department promotion committee with NTT members from  
144 other Departments when the home Department does not have a sufficient number of  
145 Faculty to constitute a committee of at least three members, with at least one being tenured  
146 and one being NTT Faculty.

147 **C. College Non-Tenure Track Promotion Committee**

148 The College Non-Tenure Track Promotion-Committee consists of three (3) tenured regular  
149 Faculty members, one (1) from each School, and three (3) non-tenure track regular Faculty  
150 members with the rank of Senior Lecturer, Principal Senior Lecturer, Senior Academic  
151 Professional, or Principal Academic Professional, one (1) from each School. Members of this  
152 committee must recuse themselves from their School's Non-Tenure-Track Promotion  
153 Committee during their term of service. Faculty of equal or lower rank to the candidate's  
154 current rank may not vote on the final recommendation of the committee of the whole.

155 The members of the committee shall be elected by the Faculty at a Faculty meeting.  
156 Members of the committee shall hold staggered two-year terms.

#### 157 **D. Written Notifications of Recommendations to Candidate**

158 The Department Chair will provide a copy of the Department committee's report and any  
159 minority reports to the candidate as soon as it is received. The Department Chair will  
160 provide a copy of his or her report to the candidate when it is forwarded to the College  
161 Non-Tenure Track Promotion Committee. The Dean's Office will provide the candidate a  
162 copy of the College committee's report. The Dean's Office will provide the candidate a  
163 written notice of the outcome of the review and a copy of its report. Minority reports, if  
164 they exist, will also be included. The reports, including minority reports, should remove the  
165 signature page or section which identifies committee members by name. As outlined above,  
166 the candidate has the right to respond in writing to the Department committee's report, the  
167 Chair's report, and the College committee's report, within three business days of receiving  
168 the reports, and copies of the candidate's response(s) will be included in the material  
169 reviewed at all higher levels.

170 The candidate's written response to recommendations of the Department committee will  
171 be submitted to the Chair, who will then forward them to the Dean's Office. The candidate's  
172 response to the Chair's report and/or the College committee's report will be submitted to  
173 the Dean's Office (with copy to the Department Chair). Following receipt of the Dean's  
174 recommendation, if negative, the candidate has ten business days to submit an appeal to  
175 the Provost, as outlined herein.

### 176 **IV. UNIVERSITY-LEVEL PROMOTION REVIEW AND APPEALS**

#### 177 **A. Provost's Review:**

178 The Provost will conduct an independent review of the materials forwarded by the Dean  
179 and any other related materials directly relevant to the NTT Faculty member's candidacy  
180 for promotion, also applying the guidelines, norms, and expectations for the University,  
181 College, and Department, and make his/her promotion recommendation.

182 The Provost will make a recommendation in each case, forward the recommendations to  
183 the President, and notify the Dean. Within three business days after receiving notice of the  
184 Provost's recommendation, the Dean shall notify the candidate of the Provost's  
185 recommendation.

186 Before forwarding a negative recommendation to the President, the Provost will consult  
187 with the Dean. In response to the query from the Provost, the Dean may gather additional  
188 information from the candidate, the Department Chair, the Department or College  
189 committees, and other materials directly relevant to the NTT Faculty member's candidacy.

190 The Dean will notify the candidate and Department Chair of his/her reply to the Provost.

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

192 The President will conduct an independent review of the candidate's dossier, related  
193 materials and recommendations, and any other material directly relevant to the NTT  
194 Faculty member's candidacy, also applying the guidelines, norms, and expectations for the  
195 University, College, and Department, and make his/her promotion decision. The decision  
196 will be communicated to the Dean who shall notify the candidate within three business  
197 days after receiving notice of the President's decision.

198 **C. Appeals to the Provost**

199 A candidate may appeal to the Provost a negative recommendation by the Dean. Upon  
200 receipt of the Dean's negative recommendation, the candidate shall have at least ten  
201 business days to appeal the negative recommendation to the Provost. The grounds for  
202 appeal shall only be those that involve errors of due process. These would include  
203 procedural errors such as failure to receive notification at each stage of review. Errors of  
204 due process would also include substantive errors such as arbitrariness, capriciousness,  
205 and discrimination, as well as bias and other forms of nonprofessional judgment on the  
206 part of any person or group involved in the promotion review. In reviewing the appeal, the  
207 Provost may gather additional information pertaining to the appeal from the candidate, the  
208 Dean, the Department Chair, the Department committee, and other appropriate individuals  
209 inside or outside the University. By the date specified in the NTT promotional manual  
210 calendar, the Provost shall provide the candidate and the Dean with a written decision,  
211 including a statement of the bases upon which the appeal is supported or rejected.

212 **D. Appeals to the President**

213 A candidate may appeal to the President a negative recommendation by the Provost or a  
214 decision by the Provost rejecting the candidate's appeal to the Provost. The appeal to the  
215 President shall conform to the principles and processes stated above for appeals to the  
216 Provost. By the date specified in the promotion manual calendar, the President shall  
217 provide the Provost, the Dean and the candidate a written decision including a statement of  
218 the bases upon which the candidate's appeal is supported or rejected.

219 **V. LECTURER REVIEW**

220 There are five types of structured reviews for Lecturers:

- 221 • annual review leading to re-appointment,
- 222 • third-year review,
- 223 • fifth-year review with promotion to Senior Lecturer,
- 224 • subsequent review with promotion to Principal Senior Lecturer, and
- 225 • post-promotion cumulative review (five-year structured review).

226 In these reviews, the primary consideration is contributions in teaching and service, with  
227 consideration given to contributions in the area of research and creative activity.

228 **A. Annual Review**

229 An appointment to a Lecturer position is for a one-year period. Lecturers are reviewed on  
230 an annual basis as described in the College of the Arts Annual Evaluation of Regular Faculty  
231 policy.

## 232 **B. Third-Year Review**

233 The third-year review provides a cumulative analysis of the quality and extent of teaching  
234 and service contributions. Lecturers in their third year will provide all required materials  
235 to the Department Chair.

236 The Department Chair will provide this material to a Department committee. This is an  
237 elected committee composed of at least three Faculty, which must include both tenured  
238 Faculty and Senior Lecturers or Principal Senior Lecturers. This committee will use the  
239 Department NTT Faculty review guidelines to provide a written assessment of  
240 effectiveness in teaching and service to the Department Chair.

241 The Department Chair will provide a written assessment of the candidate's effectiveness in  
242 teaching and service, as well as an assessment of the Department's need for this position.  
243 The Chair will forward all materials, the committee report, and his/her comments to the  
244 Dean's Office.

245 The Dean's Office will evaluate the material and provide to the candidate its decision  
246 regarding reappointment by the date designated by the Board of Regents for contract  
247 renewal. After completion of all assessments, a conference will be held between the  
248 Department Chair, the Dean, and the Faculty member to discuss the results of the review  
249 and to make further recommendations to the Faculty member.

## 250 **C. Lecturer Promotion Reviews**

### 251 1. Criteria for Promotion:

252 a. Terms of Evaluation: Candidates will be evaluated as having met or not met the  
253 standards for promotion in the categories of teaching and service using the  
254 evaluative terms *outstanding*, *excellent*, *very good*, *good*, *fair*, and *poor*. The exact  
255 terms that represent the standard in teaching and service for promotion are  
256 specified under items b and c below. The evaluations will take into account  
257 expectations appropriate to the rank under consideration, the standards of the  
258 candidate's discipline, and the mission and resources of the Department.  
259 Guidelines for the application of the terms *outstanding*, *excellent*, *very good*, etc., as  
260 they apply within the candidate's field are specified in each Department's NTT  
261 Faculty review guidelines.

262 b. Promotion to Senior Lecturer: Lecturers in their fifth year of service must be  
263 considered for promotion to the rank of Senior Lecturer (to begin in the seventh  
264 year of service). Lecturers that do not meet the standards for promotion after five  
265 years will be terminated at the end of their sixth year.

266 For promotion to the rank of Senior Lecturer, the candidate must demonstrate a  
267 level of competence and effectiveness in teaching that is evaluated as at least  
268 *excellent*. Additionally, the candidate must provide a level of assigned service to  
269 the Department, College, University, and/or to the professional and practice



270 community that is evaluated as at least *very good*, which meets the University  
271 standard for promotion to the rank of Senior Lecturer.

272 c. Promotion to Principal Senior Lecturer: Senior Lecturers in their fifth year in rank  
273 or higher may be considered for promotion to the rank of Principal Senior  
274 Lecturer (to take effect at the beginning of the subsequent fall semester).

275 For promotion to the rank of Principal Senior Lecturer, the candidate must  
276 demonstrate a sustained level of competence and effectiveness in teaching that is  
277 evaluated as at least *excellent* with continued growth in the time period since the  
278 last promotion. Additionally, the candidate must provide a level of assigned  
279 service to the Department, College, University, and/or to the professional and  
280 practice community that is evaluated as at least *very good*, which meets the  
281 University standard for promotion to the rank of Principal Senior Lecturer.

282 2. Promotion Review Process: The Dean's Office will notify all candidates of their  
283 eligibility for promotion (with a copy to the Department Chair). Those seeking  
284 promotion to Senior Lecturer or Principal Senior Lecturer will provide all required  
285 materials to the Department Chair.

286 The Department Chair will provide the Department NTT Promotion committee with  
287 this material. See section III.B above for a description of the composition of the  
288 Department NTT Promotion Committee.

289 The Department NTT promotion committee will use the Department's NTT Faculty  
290 review guidelines to provide a written report, which includes an assessment of the  
291 Lecturer's effectiveness in teaching and service and a clear indication of having met or  
292 not met the standard for promotion, to the Department Chair, along with any minority  
293 reports.

294 The Department Chair will provide a written report, which includes an assessment of  
295 the Lecturer's effectiveness in teaching and service, a clear indication of having met or  
296 not met the standard for promotion, and an assessment of the Department's need for  
297 this position. The Department Chair will forward all review materials (i.e., his or her  
298 report, the committee report, any minority reports, and any responses from the  
299 candidate) to the Dean's Office, which will forward these materials to the College NTT  
300 Promotion Committee.

301 The College NTT Promotion Committee will review the material and make a  
302 recommendation to the Dean.

303 The Dean will review the material and submit the College's final recommendation to  
304 the University Provost.

305 See Section IV above for information on the evaluation and appeal processes of the  
306 University Provost and President.

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

308 1. Evaluation of Teaching: Evaluation of teaching effectiveness will use the criteria of the  
309 College's Policy on Assessment of Teaching Effectiveness for Full-time Faculty. The  
310 specific nature of each Lecturer's teaching activities may vary as a function of the

- 311 mission of the Department. Thus, evaluators will assess the teaching effectiveness of  
312 Lecturers as it relates to their Department's mission. Among the factors that  
313 evaluators should consider in their assessments are the following:
- 314 a. Quality of course content: The quality of course content will be evaluated through  
315 review of syllabi, examinations, web pages, and other supplementary materials.  
316 Syllabi should be reviewed for conformity with University guidelines, reading  
317 assignments appropriate to course level, and catalog description. Course materials  
318 should also be assessed for their appropriateness in relation to the current state of  
319 knowledge in the field. Lecturers may provide supplemental materials, such as  
320 customized texts, handouts, software, and other relevant information. In  
321 Departments that give standardized and/or Department examinations, scores on  
322 these examinations should be included for review. Credit should also be given to  
323 Faculty whose courses are structured in ways that cultivate curiosity, creativity,  
324 and critical acumen in their students.
  - 325 b. Development of new courses or curricula: Evaluation will include the effective  
326 development and execution of new courses, significant involvement in the  
327 development of new teaching programs, and the use of new teaching techniques  
328 and practices, if these are part of the responsibilities of the Faculty member
  - 329 c. Student evaluations: The review will include student evaluation scores, in the  
330 context of the range of scores for specific courses and for similar level courses (i.e.,  
331 1000, 2000, etc.) both within the Department and within the subject area. The  
332 information will also include other important variables, such as class size, whether  
333 the course is required or an elective, the response rate on the evaluations, and  
334 number of students enrolled in the course. In general, evaluations are indicators of  
335 student perceptions. The evaluations will be judged in the context of other  
336 information and should not be the sole basis for evaluating teaching effectiveness  
337 or for making fine-grained distinctions.
  - 338 d. Direction of students: The extent and quality of Faculty efforts in the direction of  
339 student projects and academic activities, such as independent studies, practica,  
340 theses, performances, and recitals will be considered. The effectiveness of these  
341 efforts will be judged by such outcomes as student success in acceptance to  
342 graduate or professional programs, scores on national examinations, special  
343 awards, accomplishments, or achievements.
  - 344 e. Additional methods: Departments may consider developing additional assessment  
345 criteria or methods, such as peer observation of teaching, which may vary as  
346 specified in Department guidelines.
- 347 2. Evaluation of Service: Contributions in the area of service include high-quality  
348 instructional service to colleagues, contributions to the Department, College, or  
349 University, professional service, and community and public service. Service for  
350 Lecturers is dependent on the mission as defined by the Department, but it is  
351 generally at the Department, College, University, Professional, and/or Community  
352 level.
- 353 3. Additional Considerations: Other factors and contributions that may be considered as

- 354 part of the Lecturer review include the following:
- 355 a. Research and creative activity (if appropriate): Activities such as publications of  
356 their research and scholarship, creative activities, performances, exhibitions,  
357 conference presentations, grants applied for and/or funded, and collaborations, as  
358 they bear on the Lecturer's knowledge as it relates to teaching performance, may  
359 be considered if specified in the Department's guidelines.
- 360 b. Role within the Department: Since needs of the Department often change, the role  
361 of the Lecturers also may change. For example, if student enrollments shift, the  
362 College or Department may need to offer more sections of a course, or fewer. The  
363 review will include the role of the Lecturer within the context of the mission of the  
364 Department and the ability of the Lecturer to fulfill changing needs of the  
365 Department effectively.

## 366 **E. Evaluation Materials**

367 For the third-year review and Lecturer promotion reviews, candidates prepare a  
368 professional dossier containing the information on teaching and service indicated below  
369 for the review period appropriate to the specific review.

### 370 **Definition of Review Periods:**

- 371 • For third-year review, the dossier covers the period since the hire date.
- 372 • For the fifth-year review leading to promotion to Senior Lecturer, the dossier  
373 includes student evaluations from the last three academic years<sup>1</sup>, while the rest of  
374 the dossier covers the period since the hire date.
- 375 • For the review leading to promotion to Principal Senior Lecturer, the dossier covers  
376 the last five academic years.
- 377 • For the five-year post-promotion structured review, the dossier includes annual  
378 reports from the last five calendar years, while the rest of the dossier covers the last  
379 five academic years. Further information on the materials to be submitted for five-  
380 year post-promotion structured reviews is detailed in section V.F below.

### 381 **Specific Instructions for the Physical Format of the Dossier:**

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

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<sup>1</sup> The fifth-year review dossier consists of three years of student evaluation data and teaching materials due to several factors. First, it is the policy of the College of the Arts that Department and College reviewers do not consider a candidate's student evaluations from their first academic year at Georgia State as part of the promotion review, so candidates are instructed to exclude this information from their dossier. Second, because fifth-year promotion reviews begin during the fall semester of each candidate's fifth year, student evaluations are not available from either semester of the candidate's fifth year.

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**Contents of the Dossier:**

1. Cover Page: Includes the candidate's name, Department, and date of appointment at Georgia State University.
2. Curriculum Vitae
3. Summary of Essential Functions / Responsibilities (**submitted by the Department Chair**): Describe the candidate's primary responsibilities under the general categories of Teaching and Service.
4. Information on Teaching
  - a. Statement of Teaching Interests, Goals, and Qualifications (2-3 pages): Each Lecturer should briefly describe an educational philosophy and a set of goals and objectives in teaching and service projects, and a list of courses and/or areas they believe they are qualified to teach.
  - b. Courses Taught during the review period (include summers, if applicable):
    - i. Using the format in Appendix A, the candidate must provide a list of courses taught during the review period (see section V.E above for guidelines on the number of years of review materials to submit for the different review periods).
    - ii. The candidate must also provide a copy of the most recent syllabus used for each course taught during the time period. Only one syllabus for each different course is required.
    - iii. The development of new courses or significant revisions to existing courses should be noted in this section.
    - iv. The candidate should indicate if the course is part of a study abroad, international student exchange program, signature experience, or field experience.
  - c. Student Evaluations (include summers, if applicable): The candidate must include a summary of Student Evaluation of Instructor (SEI) numerical scores (no comments), which the College will assist the candidate in obtaining, and student evaluations from GoSOLAR (with written comments) for the review period at Georgia State University.
  - d. Teaching Funding (if appropriate): Describe all intramural and extramural funding of teaching initiatives.
  - e. Honors or Special Recognition for Teaching: These should be listed with a brief description of each.
  - f. Independent Studies, Practica, Honors Theses, Non-thesis projects, Theses, and Dissertations: These items should be listed as follows with the student name, title, and date completed for each:
    - i. Independent Studies
    - ii. Practica

- 427           iii. Honors Theses  
428           iv. Non-Thesis Projects  
429           v. Theses  
430           vi. Dissertations
- 431           g. Published Materials: Textbooks and published articles related to the candidate's  
432           teaching. A copy of each must be provided.
- 433           h. Additional Evidence of Teaching Effectiveness: The candidate may include other  
434           materials not specified above. Such evidence of teaching effectiveness may  
435           include, but is not limited to, peer evaluations, students' passing rates on  
436           licensure/certification examinations, use of technology for teaching, program  
437           accreditation review results, and student accomplishments.
- 438        5. Information on Service
- 439           a. Assigned service roles: indicate administrative roles or other service duties that  
440           are ongoing assignments (e.g., Undergraduate Chair, Program Coordinator).
- 441           b. Assistance to Colleagues: guest-lecturing, consulting about educational and  
442           teaching issues (e.g., curriculum development, mode of presentation, or  
443           assistance with new teaching technology), providing advice about or reviews of  
444           manuscripts or grant applications.
- 445           c. Contributions to the Department, College, and University: student advisement  
446           and mentoring, memberships on Department/College/University committees,  
447           development of teaching and service programs.
- 448           d. Professional service (if appropriate): memberships on professional societies,  
449           advisory boards, etc.
- 450           e. Community and public service (if appropriate): lectures, speeches,  
451           presentations, performances, short courses, assistance to governmental  
452           agencies.
- 453        6. Information on research and creative activities (if appropriate): Department  
454           guidelines may specify that a Faculty member can provide information on research  
455           and creative activities, such as publications of their research and scholarship,  
456           creative activities, performances, exhibitions, conference presentations, grants  
457           applied for and/or funded, and collaborations, as they bear on the Lecturer's  
458           knowledge of the field or teaching performance.

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

460        As stated in the University manual, structured reviews are intended to provide a longer-  
461        term perspective than is usually provided by an annual review. Faculty members who have  
462        been promoted to the Senior Lecturer or Principal Senior Lecturer ranks will go through a  
463        structured cumulative review in the fifth year following promotion and in each fifth year  
464        following the previous cumulative review (NTT Post-Promotion Review). Senior Lecturers  
465        are exempted from this requirement in the year(s) that they are considered for promotion  
466        to the Principal Senior Lecturer rank. In addition, faculty members who plan to retire in the

467 same academic year of their scheduled structured review and formally notify the Office of  
468 the Dean prior to January of their scheduled review year are exempt from review.

469 Senior Lecturers or Principal Senior Lecturers will submit to the Department Chair a  
470 dossier that includes an updated curriculum vitae, annual reports from the last five years, a  
471 teaching portfolio, documentation of service performed, as well as a two- to three-page  
472 statement that summarizes accomplishments in teaching and service over the past five  
473 years and outlines plans for the next five years. Copies of publications/creative works can  
474 be included when appropriate. To this, the Department Chair will append a Summary of  
475 Essential Functions/Responsibilities describing the candidate's primary responsibilities  
476 under the general categories of Teaching and Service.

477 The Department Chair will provide this material to a Department committee. This is an  
478 elected committee composed of at least three tenured Faculty and Principal Senior  
479 Lecturers (with representation from each rank required). This committee will provide a  
480 written assessment of effectiveness in teaching and service to the Department Chair.

481 The Department Chair will provide a written assessment of the Faculty member's  
482 effectiveness in teaching and service, as well as an assessment of the Department's need for  
483 this position. The Department Chair will forward all review materials (i.e., his or her  
484 recommendation and the committee report) to the Dean's Office.

485 The assessment statements of the Department committee and Department Chair will  
486 address whether the Faculty member is performing at the level necessary for  
487 reappointment, whether the Faculty member is progressing toward promotion, and they  
488 will identify opportunities that will enable the candidate to reach his/her full potential in  
489 terms of contribution to the University. The Dean's Office will evaluate the material and  
490 provide any necessary response by the date designated by the Board of Regents for  
491 contract renewal. After completion of all assessments, a conference will be held between  
492 the Department Chair, the Dean, and the Faculty member to discuss the results of the  
493 review and to make further recommendations to the Faculty member.

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

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

#### 497 **VI. ACADEMIC PROFESSIONAL REVIEW**

498 According to Board of Regents requirements, the Academic Professional title "may not be  
499 assigned to a position where the teaching and research responsibilities total 50% or more  
500 of the total assignment" (BOR Policy Manual 803.10). Therefore, the primary consideration  
501 in the third- and fifth-year reviews of Academic Professionals is service contributions.  
502 Contributions in teaching will be considered as part of the review if a candidate's workload  
503 includes teaching. Other activities, such as publications of research, creative activities, and  
504 scholarship, are not required; however, Departments have the option of considering such  
505 activities in the reviews, particularly as they bear on service or teaching effectiveness.

506 There are five types of structured reviews of Academic Professionals in use in the College  
507 of the Arts:

- 508 • annual review leading to re-appointment,
- 509 • third-year review,
- 510 • fifth-year review with promotion to Senior Academic Professional and re-
- 511 appointment,
- 512 • subsequent review with promotion to Principal Academic Professional and re-
- 513 appointment, and
- 514 • post-promotion cumulative review (five-year structured review).

515 In each Academic Professional review, the primary consideration is contributions in service  
 516 and teaching, with consideration given to contributions in the area of research and creative  
 517 activity.

#### 518 **A. Annual Review**

519 An appointment to an Academic Professional position is for a one-year period. Academic  
 520 Professionals are reviewed on an annual basis as described in the College of the Arts  
 521 Annual Evaluation of Regular Faculty policy.

#### 522 **B. Third-Year Review**

523 The third-year review provides a cumulative analysis of the quality and extent of service  
 524 and teaching contributions. Academic Professionals in their third year will provide all  
 525 required materials to the Department Chair.

526 The Department Chair will provide this material to a Department committee. This is an  
 527 elected committee composed of at least three Faculty, which must include both tenured  
 528 Faculty and NTT Faculty at senior rank or above (see Appendix B). This committee will use  
 529 the Department NTT Faculty review guidelines to provide a written assessment of  
 530 effectiveness in service and teaching to the Department Chair.

531 The Department Chair will provide a written assessment of the Academic Professional's  
 532 effectiveness in service and teaching, as well as an assessment of the Department's need for  
 533 this position. The Department Chair will forward all review materials (i.e., his or her  
 534 recommendation and the Department committee report) to the Dean's Office.

535 The Dean's Office will evaluate the material and provide to the Academic Professional its  
 536 decision regarding reappointment by the date designated by the Board of Regents for  
 537 contract renewal. After completion of all assessments, a conference will be held between  
 538 the Department Chair, the Dean, and the Faculty member to discuss the results of the  
 539 review and to make further recommendations to the Faculty member.

#### 540 **C. Promotion Review**

##### 541 1. Criteria for Promotion:

- 542 a. Terms of Evaluation: Candidates will be evaluated as having met or not met the
- 543 standards for promotion in the categories of service and teaching (if the candidate's
- 544 workload includes teaching) using the evaluative terms *outstanding*, *excellent*, *very*
- 545 *good*, *good*, *fair*, and *poor*. The exact terms that represent the standard in service
- 546 and teaching (if applicable) for promotion are specified under item b below. The

547 evaluations will take into account expectations appropriate to the rank under  
548 consideration, the standards of the candidate's discipline, and the mission and  
549 resources of the Department. Guidelines for the application of the terms  
550 *outstanding, excellent, very good*, etc. as they apply within the candidate's field are  
551 specified in each Department's NTT Faculty Review Guidelines.

552 b. Promotion to Senior Academic Professional: Academic Professionals in their fifth  
553 year of service may be considered for promotion to the rank of Senior Academic  
554 Professional (to begin in the sixth year of service). Academic Professionals not  
555 reappointed after five years will be terminated at the end of their sixth year.

556 For promotion to the rank of Senior Academic Professional, the candidate must  
557 provide a sustained level of service to the Department, College and/or University,  
558 and/or to the professional and practice community that is evaluated as at least  
559 *excellent*. If the candidate's workload includes teaching, the candidate must  
560 demonstrate at least *very good* teaching, which meets the University standard for  
561 promotion to Senior Academic Professional.

562 c. Promotion to Principal Academic Professional: Senior Academic Professionals in  
563 their fifth year in rank or higher may be considered for promotion to the rank of  
564 Principal Academic Professional (to take effect at the beginning of the subsequent  
565 fall semester).

566 For promotion to the rank of Principal Academic Professional, the candidate must  
567 demonstrate a sustained level of competence and effectiveness in service that is  
568 evaluated as at least *excellent* with continued growth in the time period since the  
569 last promotion. If the candidate's workload includes teaching, the candidate must  
570 demonstrate at least *very good* teaching, which meets the University standard for  
571 promotion to Principal Academic Professional.

572 2. Promotion Review Process: The Dean's Office will notify all candidates of their  
573 eligibility for promotion (with a copy to the Department Chair). Those seeking  
574 promotion to Senior Academic Professional or Principal Academic Professional will  
575 provide all required materials to the Department Chair.

576 The Department Chair will provide a Department committee with this material. See  
577 section III.B above for a description of the committee's composition. The Department  
578 committee will use the Department's NTT Faculty Review Guidelines to provide a  
579 written report, which includes an assessment of Academic Professional's effectiveness  
580 in service and teaching (if applicable) and a clear indication of having met or not met  
581 the standard for promotion, to the Department Chair, along with any minority reports.

582 The Department Chair will provide a written report, which includes an assessment of  
583 the Academic Professional's effectiveness in service and teaching (if applicable), a  
584 clear indication of having met or not met the standard for promotion, and an  
585 assessment of the Department's need for this position. The Department Chair will  
586 forward all review materials (i.e., his or her report, the committee report, any  
587 minority reports, and any responses from the candidate) to the Dean's Office, which  
588 will forward the materials to the College NTT promotion committee.



589 The College NTT promotion committee will review the material and make a  
590 recommendation to the Dean.

591 The Dean will review the material and submit the College's final recommendation to  
592 the University Provost.

593 See Section IV above for information on the evaluation and appeal processes of the  
594 University Provost and President.

#### 595 **D. Scope of Evaluations**

596 1. Evaluation of Service: Given the variation in service roles assigned to Academic  
597 Professionals across the College, evaluators will assess the service performance of  
598 Academic Professionals primarily as it relates to the Department's mission and the  
599 specific service responsibilities of the candidate. When and where applicable,  
600 reviewers should evaluate the candidate using the following criteria and any provided  
601 in Department guidelines.

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

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

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

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

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

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

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

620 h. Supervisory Ability: Ability to delegate, monitor work, follow up with, coach,  
621 communicate with, reward, and discipline others effectively. Demonstrates  
622 understanding of and uses appropriate financial and budget controls. Adheres to  
623 safety requirements and practices, and communicates hazards to other employees  
624 in the workplace.

625 i. Additional Criteria: Departments may consider developing additional assessment  
626 criteria or methods, which may vary as specified in Department guidelines.

627 2. Evaluation of Teaching (if applicable): Reviewers should evaluate the candidate's  
628 teaching contributions using the criteria listed below and those provided in

629 Department guidelines. The specific nature of the teaching duties assigned to  
630 Academic Professionals may vary across or within Departments. Thus, evaluators  
631 should assess the teaching effectiveness of Academic Professionals primarily as it  
632 relates to the Department's mission and the specific teaching responsibilities of the  
633 candidate.

634 a. Quality of Course Content: The quality of a course will be evaluated through  
635 review of syllabi, examinations, web pages, and other supplementary materials.  
636 Syllabi should be reviewed for conformity with University guidelines, reading  
637 assignments appropriate to course level and catalog description. Course  
638 materials should also be assessed for their appropriateness in relation to the  
639 current state of knowledge in the field. Academic Professionals may provide  
640 supplemental materials, such as customized texts, handouts, software, and other  
641 relevant information. In Departments that give standardized and/or Department  
642 examinations, scores on these examinations should be included for review. Credit  
643 should also be given to Faculty whose courses are structured in ways that  
644 cultivate curiosity, creativity, and critical acumen in their students.

645 b. New Courses/Teaching Programs Developed: Evaluation will include the effective  
646 development and execution of new courses, significant involvement in the  
647 development of new teaching programs, and the use of new teaching techniques  
648 and practices, if these are part of the responsibilities of the Faculty member.

649 c. Student Evaluations: The review will include student evaluation scores, in the  
650 context of the range of scores for specific courses and for similar level courses  
651 (i.e., 1000, 2000, etc.) both within the Department and within the subject area.  
652 The information will also include other important variables, such as class size,  
653 whether the course is required or an elective, the response rate on the  
654 evaluations, and number of students enrolled in the course. In general,  
655 evaluations are indicators of student perceptions. The evaluations will be judged  
656 in the context of other information and should not be the sole basis for evaluating  
657 teaching effectiveness or for making fine-grained distinctions.

658 d. Additional Criteria: Departments may consider developing additional assessment  
659 criteria or methods, which may vary as specified in Department guidelines.

660 3. Additional Considerations: Other factors and contributions that may be considered  
661 as part of the Academic Professional review include the following:

662 a. Role within the Department: Since needs of the Department often change, the role  
663 of the Academic Professionals also may change. For example, if student  
664 enrollments shift, the College or Department may need to offer more sections of a  
665 course, or fewer. The review will include the role of the Academic Professional  
666 within the context of the mission of the Department and the ability of the  
667 Academic Professional to fulfill changing needs of the Department effectively.

668 b. Research and creative activities (if appropriate): Activities such as publications of  
669 their research and scholarship, creative activities, performances, exhibitions,  
670 conference presentations, grants applied for and/or funded, and collaborations,  
671 as they bear on the Academic Professional's knowledge as it relates to teaching

672 performance, may be considered if specified in the Department guidelines.

### 673 **E. Evaluation Materials**

674 For the third-year review and Academic Professional promotion review, candidates  
675 prepare a professional dossier containing the information on teaching and service  
676 indicated below for the review period appropriate to the specific review.

#### 677 **Definition of Review Periods:**

- 678 • For third-year review, the dossier covers the period since the hire date.
- 679 • For the fifth-year review leading to promotion to Senior Academic Professional, the  
680 dossier includes student evaluations from the last three academic years (if the  
681 candidate's workload includes teaching)<sup>2</sup>, while the rest of the dossier covers the  
682 period since the hire date.
- 683 • For the review leading to promotion to Principal Academic Professional, the dossier  
684 covers the last five academic years.
- 685 • For the five-year post-promotion structured review, the dossier includes annual  
686 reports from the last five calendar years, while the rest of the dossier covers the last  
687 five academic years. Further information on the materials to be submitted for five-  
688 year post-promotion reviews is detailed in section VI.F below.

#### 689 **Specific Instructions for the Physical Format of the Dossier:**

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

#### 696 **Contents of the Dossier:**

- 697 1. Cover Page: Includes the candidate's name, Department, and date of appointment at  
698 Georgia State University.
- 699 2. Curriculum Vitae.
- 700 3. Summary of Essential Functions / Responsibilities (**submitted by the Department**  
701 **Chair**): Describe the candidate's primary responsibilities under the general categories  
702 of Service and Teaching.
- 703 4. Information on Service: Describe objectives and contributions in the following service

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<sup>2</sup> The fifth-year review dossier consists of three years of student evaluation data due to several factors. First, it is the policy of the College of the Arts that Department and College reviewers do not consider a candidate's student evaluations from their first academic year at Georgia State as part of the promotion review, so candidates are instructed to exclude this information from their dossier. Second, because fifth-year promotion reviews begin during the fall semester of each candidate's fifth year, student evaluations are not available from either semester of the candidate's fifth year.

- 704 areas. Candidates are expected to address only those areas that apply.
- 705 a. Facility / Services Management: Describe activities such as managing  
706 instructional laboratories or instructional technology support programs.
  - 707 b. Supervisory/Mentoring Activities: Describe activities such as supervision of  
708 graduate laboratory or teaching assistants, student assistants, staff, or part-time  
709 instructors.
  - 710 c. Teaching Service (if applicable): Describe activities such as coordination of  
711 clinical practica or field experiences, leading and/or supporting teaching  
712 training programs, or providing support for the development of new courses and  
713 programs.
  - 714 d. Academic Advisement and Curriculum: Describe activities such as providing  
715 academic advisement or managing advisement/recruitment programs,  
716 maintaining curriculum, course scheduling, or contributing to program  
717 evaluation and certification processes.
  - 718 e. Contributions to the Department, College, or University: List memberships on  
719 Department/College/University committees; participation in University-  
720 sanctioned outreach or service activities beyond the scope of regular job duties.
  - 721 f. Professional Service: List memberships in professional societies, advisory  
722 boards, etc.
  - 723 g. Community and Public Service: List non-University lectures, speeches,  
724 presentations, performances, short courses, assistance to governmental  
725 agencies.
  - 726 h. Published Materials: Include copies of articles, training manuals, creative  
727 activities, or any other material publications related to the candidate's service  
728 responsibilities.
  - 729 i. Additional Service: List service contributions not related to the categories above.  
730 Examples may include reviewing manuscripts or grant applications,  
731 contributions in support of research programs, or sponsored funding gained  
732 relating to service responsibilities. Departments may specify additional  
733 requirements in the Department guidelines.
- 734 5. Information on Teaching (if applicable):
- 735 a. Statement of Teaching Interests, Goals, and Qualifications: Describe educational  
736 philosophy within the context of assigned teaching duties. Candidates should  
737 indicate all courses he/she is qualified to teach as an instructor of record and  
738 generally describe other types of contributions made in the classroom.
  - 739 b. Courses Taught During the Review Period (include summers, if applicable):  
740 Using the format in Appendix A, the candidate must provide a list of courses  
741 taught during the relevant review period and the role he/she played in the  
742 course (i.e., instructor of record, assisted instructor, laboratory instructor,  
743 assisted laboratory instructor, etc.). For each course where the candidate was

- 744 the instructor of record, please provide a copy of the most recent syllabus used  
745 for the course. Only one syllabus for each different course is required. Please  
746 indicate on the syllabus if it was solely the work of the candidate, developed  
747 collaboratively, or based largely on the work of another Faculty member.
- 748 c. Student Evaluations (include summers, if applicable): Summary of questions 1-  
749 17 on the student questionnaire must be provided for courses taught as the  
750 instructor of record during the review period. The candidate must provide  
751 standardized summaries of student evaluation numerical scores from a crystal  
752 report (no comments) and student evaluations from GoSOLAR (with written  
753 comments). Department Chairs will assist the candidates in obtaining these  
754 materials.
- 755 d. New Courses/Teaching Programs Developed: List and generally describe role  
756 played in the development of the course.
- 757 e. Teaching Funding: Describe all intramural and extramural funding of teaching  
758 initiatives.
- 759 f. Published Materials: Include copies of articles, textbooks, creative activities, or  
760 any other material publications related to the candidate's instruction.
- 761 g. Additional Teaching: Include other activities directly related to classroom  
762 teaching. Examples may include honors or special recognition for teaching.  
763 Departments may specify additional requirements in the Department guidelines.
- 764 6. Research and creative activities (if appropriate): Departments may specify that a  
765 Faculty member can provide information on research and creative activities, such as  
766 publications of their research and scholarship, creative activities, performances,  
767 exhibitions, conference presentations, grants applied for and/or funded, and  
768 collaborations, as they bear on the Academic Professional's service and teaching  
769 responsibilities.

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

771 As described in the University manual, structured reviews are intended to provide a  
772 longer-term perspective than is usually provided by an annual review. Faculty members  
773 who have been promoted to the Senior Academic Professional or Principal Academic  
774 Professional ranks will go through a structured cumulative review in the fifth year  
775 following promotion and in each fifth year following the previous cumulative review (NTT  
776 Post-Promotion Review). Senior Academic Professionals are exempted from this  
777 requirement in the year(s) that they are considered for promotion to the Principal  
778 Academic Professional rank. In addition, faculty members who plan to retire in the same  
779 academic year of their scheduled structured review and formally notify the Office of the  
780 Dean prior to January of their scheduled review year are exempt from review. Senior  
781 Academic Professionals or Principal Academic Professionals will submit to the Department  
782 Chair a dossier that includes an updated curriculum vitae, annual reports from the last five  
783 years, a teaching portfolio (if applicable), documentation of service performed, as well as a  
784 two- to three-page statement that summarizes accomplishments in teaching (if applicable)  
785 and service over the past five years and outlines plans for the next five years. Copies of

786 publications/creative works can be included when appropriate. To this, the Department  
787 Chair will append a Summary of Essential Functions/Responsibilities describing the  
788 candidate's primary responsibilities under the general categories of Teaching (if  
789 applicable) and Service.

790 The Department Chair will provide this material to a Department committee. This is a  
791 committee composed of at least three tenured Faculty and Principal Academic  
792 Professionals (with representation from each rank required). This committee will use the  
793 Department NTT Faculty Review Guidelines to provide a written assessment of  
794 effectiveness in service and teaching (if applicable) to the Department Chair.

795 The Department Chair will provide a written assessment of the Faculty member's  
796 effectiveness in service and teaching (if applicable), as well as an assessment of the  
797 Department's need for this position. The Department Chair will forward all review  
798 materials (i.e., his or her recommendation and the committee report) to the Dean's Office.

799 The assessment statements of the Department committee and Department Chair will  
800 address whether the Faculty member is performing at the level necessary for  
801 reappointment, and they will identify opportunities that will enable the candidate to reach  
802 his/her full potential in terms of contribution to the University. The Dean's Office will  
803 evaluate the material and provide any necessary response by the date designated by the  
804 Board of Regents for contract renewal. After completion of all assessments, a conference  
805 will be held between the Chair, the Dean, and the Faculty member to discuss the results of  
806 the review and to make further recommendations to the Faculty member.

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

808 All Academic Professionals whose initial appointment at GSU is at the senior level or above  
809 (see Appendix B) shall have a third-year review and subsequent reviews every five years.

**APPENDIX A:**

**SUMMARY OF COURSES TAUGHT, 20XX TO 20XX**

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

<b>Semester / year</b>	<b>Course Number</b>	<b>Title</b>	<b>Number of Students</b>	<b>Role</b>
<i>Fall/02</i>	<i>Art 1100</i>	<i>Intro to Art</i>	<i>125</i>	<i>Instructor of Record</i>

**APPENDIX B:**  
**NTT RANK EQUIVALENCY CHART FOR THE PURPOSE OF COMPOSING PROMOTION**  
**COMMITTEES**  
**COLLEGE OF THE ARTS**

	<b>Junior Rank:</b>	<b>Senior Rank:</b>	<b>Highest Rank:</b>
<b>Lecturer Track:</b>	Lecturer	Senior Lecturer	Principal Senior Lecturer
<b>Academic Professional Track:</b>	Academic Professional <sup>3</sup>	Senior Academic Professional	Principal Academic Professional

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<sup>3</sup> The Academic Professional Associate rank is not used in the College of the Arts, currently.



## **Appendix C**

### **INSTRUCTIONS FOR PREPARING A DIGITAL OR HYBRID DOSSIER**

In some instances, a faculty member may choose to submit his/her dossier as a collection of digital files rather than as a set of binders containing paper copies, or as a combination of binders and digital files. With prior approval of the department chair, faculty may follow these guidelines for compiling a digital or hybrid dossier.

#### **I. Contents**

Digital dossiers must contain all of the components specified in the University, College, and Department Manuals and Guidelines and must follow the same ordering and numbering requirements as a physical dossier.

The digital dossier should exist on a designated USB flashdrive with files labeled to clarify their contents and placement (see Section III below). The dossier and its folders should be the only files on the USB flashdrive.

#### **II. Formatting**

Each section or sub-section of the dossier should be represented by one or more PDF files containing the relevant lists or documentation required in that section. Candidates are encouraged to use compatible audio (WAV, AIFF, MP3, etc.) and video (MP4, MOV, AVI, etc.) formats. Candidates should not combine multiple sections into large PDF files, which become unwieldy for reviewers.

For example: In the Teaching section, a single PDF would contain list of courses, syllabi, student evaluations, teaching portfolio, etc., but it should not be combined with the Service section.

The candidate should organize the dossier so as to minimize the number of individual files while retaining an orderly system that aligns clearly with the categories of Teaching and Service (and Research/Creative Activity, if applicable) outlined in the departmental NTT guidelines.

The chair of the departmental NTT committee will make himself/herself available to advise candidates on the organization of the dossier.

#### **III. Labeling Files**

Files within the digital dossier should be labeled with a system of numbers, letters, and short titles to ensure clarity of organization. As with the physical dossier, labeling conventions are designed with the intention of helping candidates present a professional and easily assessable document.

Candidates should use a logical system to designate sections and subsections of the dossier as follows (replace “xx” with numbers that indicate the order in which files should be reviewed, as one would organize components in a physical dossier):

0-xx Front Matter (Contents, CV, statements of goals, etc.)

T-xx Teaching (list of courses, syllabi, student evaluations, teaching portfolio, etc.)

S-xx Service (lists of contributions, etc.)

*If applicable: R-xx Research/Creative Activity (lists of activities, supporting documentation)*

#### **IV. Submission of Books, CDs, and Other Bulky Materials**

In cases where the candidate has one or more large single-author publications for review in the dossier, such as CDs, Books, and feature-length Films, a physical copy of the item may be used instead of creating a PDF or other digital file. In such cases, the candidate would submit the hard copy or copies and flashdrive, packaged together in a 3-ring binder following the departmental guidelines.