

College of Law
Georgia State University
Non-Tenure-Track Faculty Review Manual
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College of Law
Georgia State University
Non-Tenure Track Faculty Review Manual

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1 **Georgia State University College of Law Non-Tenure-Track Faculty Review Manual**

2 **Approved November 1, 2022**

3 **I. INTRODUCTION**

4 The College of Law’s ability to achieve its educational, academic and professional missions
5 requires a committed faculty dedicated to excellence in teaching, research and service. The
6 College regularly assesses faculty achievement in these areas through reappointment and
7 promotion reviews. This document sets forth the criteria, standards and procedures for
8 conducting such reviews of College of Law faculty who are non-tenure track faculty (“NTT”).
9 The policies and procedures contained in this document must be read in conjunction with the
10 Georgia State University Promotion and Reappointment Manual for Non-Tenure Track Faculty,
11 as approved on March 24, 2022, and the bylaws and policies of the Board of Regents of the
12 University System of Georgia.

13 As aptly noted in the University’s Promotion Manual, “[p]romotion decisions for NTT faculty
14 are extremely important to the professional life of the faculty member and the institution.” This
15 document is meant to safeguard these interests and afford NTT faculty members notice, fairness,
16 and the opportunity and resources needed for successful promotion and ongoing professional
17 development.

18 **II. CATEGORIES OF NON-TENURE TRACK FACULTY**

19
20 The following NTT Faculty categories are eligible for promotion within the College of Law:

- 21
22 1. Clinical Faculty (Clinical Assistant Professor, Clinical Associate Professor, Clinical
23 Professor)
- 24 2. Lecturer (Lecturer, Senior Lecturer, Principal Senior Lecturer)
- 25 3. Academic Professional (Academic Professional, Senior Academic Professional)
- 26 4. College of Law Library (Law Librarian Instructor, Law Librarian Assistant Professor,
27 Law Librarian Associate Professor, and Law Librarian Professor)

28
29 The following NTT Faculty position is available within the College of Law but is not eligible for
30 promotion:

31
32 Professor of Practice.

33
34 **III. SUPPORT OF NTT FACULTY**

36 The College of Law Non-Tenure Review Manual will be presented to each new NTT faculty
37 member soon after employment begins.

38 Upon the arrival of each newly hired NTT faculty member, the Associate Dean for Research and
39 Faculty Development will designate a member of the faculty to serve as a mentor for the new
40 faculty member. In addition, the Associate Dean for Research and Faculty Development will be
41 responsible for reviewing the promotion process with the NTT faculty member and discussing
42 opportunities and means to progress toward fulfilling the requirements.

43 Faculty mentors will provide support and guidance that will aid the new colleague in the
44 development of his or her teaching, research and service, as appropriate. At the same time,
45 faculty mentors are not meant to be the only source of communication, but to facilitate the
46 faculty's commitment to providing regular, constructive and candid advice.

47 Another source of support is provided by the Associate Dean for Research and Faculty
48 Development. This office oversees a series of programs designed for junior faculty development
49 and enrichment. NTT faculty members are encouraged to participate in these programs.

50 **IV. ANNUAL REVIEW FOR NON-TENURE TRACK FACULTY**

51
52 All GSU faculty members with appointments in the College of Law are subject to annual review
53 by the dean under criteria provided by Board of Regents Policy 8.3.5.1 and Board of Regents
54 Policy 8.3.7.3. The annual review shall be based on specific metrics organized into three
55 categories:

- 56 1. Teaching/Instruction/Student Supervision
- 57 2. Research/Scholarly Activities/Creative Activities
- 58 3. Service/Administration/Management

59 Each of these categories includes metrics for student success activities. Examples of student
60 success activities include individualized academic advisement, guidance of student research,
61 supervision of student organizations, career counseling and support, writing letters of
62 recommendation, oversight of certificate programs, regular office hours, classroom discussion,
63 supervised in-class exercises, routine feedback on class assignments, and detailed feedback on
64 final exams.

65 **A. Documentation for Annual Review**

- 66 1. Each faculty member will annually submit to the Dean the following documentation as
67 the basis for annual review: a completed Faculty Annual Review Summary Report (see
68 Appendix A),
- 69 2. the faculty member's current curriculum vitae,

- 70 3. a Digital Measures report covering activities in the current academic year,
 - 71 4. a published scholarship citation report,
 - 72 5. copies of the faculty member’s student evaluations from the fall of the current academic
 - 73 year and the spring of the previous academic year, and
 - 74 6. a completed Faculty Annual Review Questionnaire (see Appendix B).
- 75 The Dean shall complete for each faculty member under review a Faculty Annual Review Form
 76 (see Appendix C).

77 **B. Timing of Annual Review**

78 The annual review shall cover activities from June 1 to May 31 of the current academic year and
 79 will follow the following timeline.

January 15	faculty are notified by the dean to submit documentation for annual review
March 1	faculty member submits documentation for annual review
April 1	dean submits draft of Faculty Annual Review Form to faculty member
April 15	dean meets with faculty member upon request of either to discuss draft
May 1	faculty member resubmits draft to dean with comments if desired
May 10	faculty member and dean sign the written evaluation

80 If a faculty member’s annual review triggers a Performance Remediation Plan, the dean must
 81 propose such a plan no later than April 1.

82 **C. Duties, Responsibilities, and Workload Expectations for Non-Tenure Track**
 83 **Faculty**

84 *1. Clinical Faculty*

85 The following is a description of the duties and responsibilities of clinical faculty listed in the
 86 order of importance. For specific examples of work that qualifies as teaching, scholarship, or
 87 service, as well as guidance for the dean in allocating workload among faculty members, see
 88 Appendix L – Clinical Faculty Workload Guidelines.

89 a) Teaching:

90 The primary responsibility of Clinical Faculty is teaching, related to one or more of the following
 91 in the College of Law:

- 92 • teaching, coordinating, supervising and/or advising clinics, externships, or similar out-of-
93 class educational opportunities for students;
- 94 • teaching courses related to professional practice or substantive law;
- 95 • supervising and teaching in a clinical or practice setting;
- 96 • teaching and/or supervising applied clinical courses;
- 97 • providing academic instruction in skills relevant to the practice of law;
- 98 • training and supervising students to help them acquire clinical skills for the profession.

99
100 The typical Clinical Faculty member is expected to teach a clinic, externship, or equivalent
101 activity in the Fall and in the Spring semesters each academic year. After the first year of
102 service, each clinical faculty member should either teach one additional course during the year or
103 engage in equivalent activity.

104 The Dean, in consultation with the Associate Dean of Experiential Learning may grant a
105 modification, reallocation, or redistribution in workload and/or additional compensation for
106 Clinical Faculty who have, or propose to have, teaching overloads; significantly higher than
107 expected research or scholarship productivity; or significant service overloads, or who are
108 assigned significant administrative responsibilities. The Dean, in consultation with the Associate
109 Dean of Experiential Learning, may also assign additional teaching or service responsibilities to
110 Clinical Faculty in lieu of research and scholarship.

111 Five years after obtaining clinical job security and every five years thereafter, a clinical faculty
112 member may receive a one-semester release of teaching and service responsibilities if the
113 faculty member proposes and the Dean approves a substantial research or teaching item.

114
115 b) Research:

116
117 Clinical Faculty also are expected to engage in some form of research that develops expertise in
118 and advances the field of skills, clinical education or substantive areas of law. Research
119 activities for this purpose include, although are not limited to, the following: significant
120 participation in symposia and conferences; formal presentations; practice-focused and
121 professionally oriented writing; engagement with academic and professional audiences;
122 leadership roles in the profession and on professional committees; and research on pedagogy, the
123 scholarship of teaching and learning, law practice, substantive law or clinical practice. Research
124 may, but need not, include the publication of scholarly articles.

125 c) Service:

126 Clinical Faculty also are expected to engage in service activities. These activities may include,
127 but are not limited to, the following: advising and serving the academic needs of students;
128 serving on committees; or participating in other forms of service to the clinic/program, college
129 and/or University. Service also includes activities related to the legal or greater community.

130 A typical clinical faculty member will serve as a member of two committees in the law school,
131 the University, or the University System every year. A typical pre-presumptively renewable

132 annual contract clinical faculty member will have limited committee assignments each year,
133 when possible, until clinical faculty job security with presumptively renewable contracts is
134 achieved. In particular, a clinical faculty member in the first year of service should normally
135 be expected to serve on only one committee.
136

137 2. *Lecturers*

138 The following is a description of the duties and responsibilities of Lecturers listed in the order of
139 importance.

140 a) Teaching:

141 The primary responsibility of Lecturers is teaching. The typical Lecturer is expected to teach 6-
142 12 credits (or the equivalent) each academic year, depending on the degree to which the assigned
143 courses require intensive student engagement. Courses that involve experiential learning, such as
144 externships, or intensive writing instruction, such as Lawyering Foundations, fall in this
145 category.

146 The typical course distribution will be as follows:

- 147
- 148 - Lawyering Foundations faculty, including Director – Lawyering Foundations I in the
149 fall semester and Lawyering Foundations II in the spring semester; and
 - 150
 - 151 - Other Lecturers - one to three courses each semester during the academic year; and

152

153 b) Service:

154 Lecturers also are expected to engage in service activities. These activities may include advising
155 and serving the academic needs of students, serving on committees, or participating in other
156 forms of academic service. Service may be at the college and/or university level. Service also
157 may involve activities related to the professional and greater communities. The typical Lecturer
158 will be expected to serve, after the first year of employment, on one committee in the law school,
159 the University, or the University System each academic year.

160 c) Research:

161 Lecturers are not required to engage in research activities.

162 The Dean may grant a modification, reallocation, or redistribution in workload and/or additional
163 compensation for Lecturers who have, or propose to have, teaching overloads or significant
164 service overloads, and/or are assigned significant administrative responsibilities. When
165 Lawyering Foundations faculty are impacted, the Dean will consult with the Director of the
166 program before granting such modification, reallocation, or redistribution.

167

168

3. *Academic Professionals*

169 Pursuant to Board of Regents Policy and the University NTT Manual, the faculty designation of
170 Academic Professional applies to a variety of academic assignments that call for academic
171 background similar to that of a faculty member with professional rank, but which are distinctly
172 different from professorial positions. The primary responsibility of Academic Professionals is
173 service. Accordingly, the Academic Professional must have an appropriate terminal degree and
174 may not be assigned to a position where teaching and research responsibilities total 50% or more
175 of the total assignment (BOR Policy Manual, Academic Professional, Section 8.3.8.3). The
176 duties and responsibilities of each Academic Professional will be determined by the Dean, in
177 consultation with the Academic Professional's faculty supervisors, on a case-by-case basis. The
178 following describes the scope of duties and responsibilities that may be expected of Academic
179 Professionals.

180

a) Service:

181 The primary responsibility of Academic Professionals is service, which may include activities
182 such as:

- 183 • Administrative management of major initiatives, centers, or programs within the College
184 of Law;
- 185 • Oversight of academic programs (particularly those responsibilities falling outside the
186 expectation of tenure-track faculty members);
- 187 • Academic, curricular, and professional advising;
- 188 • Provision of specialized skill acquisition training as support for academic programs;
- 189 • Hosting of substantive events, including speakers, panels, symposium and conferences,
190 for internal and external audiences; and,
- 191 • Working in conjunction with other faculty members on program, course and curriculum
192 development.

193

194

195 Service may also include advising and serving the academic needs of students, serving on
196 committees, or participating in other forms of academic service. Service may be at the college
197 and/or university level. Service also may involve activities related to the professional and
198 greater communities. After the first year of employment, Academic Professionals will also serve
199 on one committee in the COL, the University, or the University System.

200

201

b) Teaching:

202 Academic Professionals are not expected to engage in teaching. However, when appropriate, in
203 consultation with the Dean and/or supervisory faculty members, Academic Professionals may as
204 part of their regular duties teach 1-4 credits each academic year.

205

c) Research:

206 Academic Professionals are not expected to engage in research. However, when appropriate, in
207 consultation with the Dean and/or supervisory faculty members, Academic Professionals may as
208 part of their regular duties engage in legal and interdisciplinary scholarship, practical research,
209 and translation and dissemination activities. These research activities may include, although are
210 not limited to, participation in symposia and conferences; formal presentations; practice-focused
211 and professionally oriented writing; engagement with academic and professional audiences
212 and/or any other relevant activities. Research need not include the publication of scholarly
213 articles.

214 The Dean may grant a modification, reallocation, or redistribution in workload and/or additional
215 compensation for Academic Professionals who have, or propose to have, teaching overloads;
216 significant service overloads; significantly higher than expected research or scholarship
217 productivity; and/or who are assigned significant administrative responsibilities beyond
218 management of the major initiatives, centers or programs for which they were hired.

219

220 *4. Law Librarian Faculty*

221 *a) In General*

222

223 The primary mission of the Law Library is to provide faculty, students, and staff of the College
224 of Law with the information resources and services that are necessary to support effective legal
225 instruction and research. Additionally, Law Librarians instruct students in information-seeking
226 skills for their academic success and for use in their legal career. They also provide resources
227 and services to the larger legal community of Atlanta.

228 The Law Library fulfills its mission by pursuing the following objectives: (i) selecting,
229 maintaining, and providing access to materials that are best suited for faculty and student
230 instructional and research needs; (ii) providing high-quality research assistance and (iii)
231 instructing students, faculty, and other library users in methods for evaluating and using library
232 resources. College of Law students must have excellent legal research skills as they enter the job
233 market. Thus, the library has an educational mission and is where the law student learns to use
234 the tools of the profession.

235

236 *b) Teaching*

237 The primary responsibility of College of Law Library faculty is teaching, defined broadly to
238 encompass professional librarianship as well as teaching as traditionally defined, where
239 applicable. Professional librarianship includes professional library service for students, faculty,
240 and staff in support of the College of Law's educational and research mission, as well as library
241 service for members of the public, including members of the Georgia Bar, the Court of Appeals,
242 and the Supreme Court of Georgia.

243 Professional librarianship includes a variety of activities listed in the American Association of
244 Law Libraries Competencies of Law Librarianship.¹ These competencies may include core
245 competencies, applicable to all librarians, and specialized competencies related to individual
246 librarian job duties. Examples include, but are not limited to, providing research assistance to
247 library users, evaluating materials for possible acquisition or weeding, teaching, and the
248 organization and delivery of information within its technological context.

249 Law Librarians are expected to complete their duties as professional librarians, described as
250 teaching in the Law Librarian Promotion and Reappointment Manual. Law Librarian Faculty
251 with a J.D. are expected to teach one section of the introductory legal research class per
252 academic year.
253

254 c) Service

255 Librarians at the College of Law also are expected to perform internal and external service.
256 Specific areas of internal library service may include: Serving on Law Library, College of Law,
257 or University committees; participating in the life of the law school; serving as an advisor or
258 mentor; presentations for, or tours of, College of Law or University affiliates. Specific areas of
259 external library service may include: guest lecturing; serving on committees, task forces, or
260 boards of library associations or related groups; mentoring other librarians, either informally or
261 formally; and supervising interns.

262

263 After the first year of employment, Law Librarians will also serve on one committee in the law
264 school, the University, or the University System, as well as perform external service consistent
265 with part VII of the College of Law Non-Tenure Track Review Manual.

266

267 d) Research

268 Law librarians are not required to engage in research or scholarship activities, although such
269 efforts are welcome and encouraged. Law librarians are expected to be familiar with current
270 trends and methods in the discipline.

271 Research or scholarship may include: Publication of articles, book reviews, bibliographies, etc.,
272 in print or electronic format; creating Computer-Assisted Legal Instruction lessons; serving on an
273 editorial board; serving on an advisory committee/board; seeking additional training or
274 education, including continuing education courses or trainings as well as seeking an additional,
275 relevant degree.

276 The Dean, in consultation with the Associate Dean for Law Library and Information Services,
277 may grant a modification, reallocation, or redistribution in workload and/or additional

¹ American Association of Law Libraries, Competencies of Law Librarianship, available at
<http://www.aallnet.org/main-menu/Leadership-Governance/policies/PublicPolicies/competencies.html>.

278 compensation for Law Librarian Faculty who have, or propose to have, teaching overloads,
279 significant professional librarian duties, significant research and scholarship activities, or
280 significant service overloads; and/or who are assigned significant administrative responsibilities.

281 The Associate Dean for Law Library and Information Services, in consultation with the Dean,
282 may consider a redistribution in workload for Law Librarian faculty as the demands of the Law
283 Library and the COL require.

284 5. *Professor of Practice*

285 The primary responsibility and workload distribution of Professors of Practice are negotiated on
286 a case-by-case basis with the Dean.

287 **D. Annual Review Metrics**

288 In assessing the faculty member's performance, the Dean's Annual Review Form will utilize the
289 following Likert scale:

- 290 1 – Does Not Meet Expectations
- 291 2 – Needs Improvement
- 292 3 – Meets Expectations
- 293 4 – Exceeds Expectations
- 294 5 – Exemplary

295 The requirements for each rating will vary according to the position, rank, seniority, and annual
296 workload allocation of the faculty member under review (see Appendices D, E, F, and G).

297 **E. Summer Assignments**

298 Summer assignments are not part of the academic year workload, except for those faculty hired on
299 a 12-month contract. All summer responsibilities are a factor to be considered by the Dean in
300 determining whether any faculty member has a significant overload justifying a workload
301 modification, reallocation, or redistribution.

302 Summer teaching normally will not be considered a substitute for teaching during the academic
303 year, absent extraordinary circumstances. However, summer teaching may be considered as
304 contributing to student success.

305 **F. Procedures**

306 1. *Workload Distribution*

307 The Dean or a member of the administration designated by the Dean shall consult with individual
308 faculty members and their supervisors, as appropriate, each year to establish equitable teaching,
309 research, and scholarship, service, and administration assignments. Any modification,
310 reallocation, or redistribution of workload or granting of additional compensation will be

311 determined on a case-by-case basis, will not be granted automatically, and will be documented in
312 writing annually by the Dean. The inability to complete proposed activities that served as the basis
313 for such workload modification, relocation, or redistribution may result in the denial of future
314 requests or cancellation of additional redistributions that may have been pre-approved.

315 2. *Faculty Submission*

316 For each faculty member subject to annual review, the Dean shall review the completed Faculty
317 Annual Review Summary Report and prepare and submit to the faculty member Faculty Annual
318 Review Form attesting to the faculty member's performance over the current academic year.

319 3. *Dean's Review*

320 In conducting annual reviews, the Dean shall rely on the completed Faculty Annual Review
321 Summary Report in conjunction with the other submissions listed above in Section A.
322 Documentation for Annual Review. The Dean may make reasonable requests for additional
323 documentation from a faculty member under review. In completing the Faculty Annual Review
324 Form, the Dean must comply with instructions as to timeline, metrics, requirements, and
325 procedures as set forth in this manual.

326 Upon request by the Dean or the faculty member, the Dean will discuss with the faculty member
327 in a scheduled conference the content of the completed Dean's Annual Review Form and the
328 faculty member's progression towards achieving future milestones. At this meeting, the faculty
329 member will sign a statement attesting that they have been apprised of the content of the completed
330 Dean's Annual Review Form. The faculty member will be given 10 business days to respond in
331 writing to the Dean's Annual Review Form, with this response to be attached to the completed
332 Dean's Annual Review Form. The Dean will acknowledge in writing the receipt of the response,
333 noting changes, if any, in the completed Dean's Annual Review Form made as a result of either
334 the conference or the faculty member's written response. The specific time period for this response
335 is 10 business days from the faculty member's response. The Dean's acknowledgement also
336 becomes part of the official personnel records for the faculty member. Annual reviews are not
337 subject to discretionary review.

338 4. *Performance Remediation Plan*

339 If the faculty member's performance on the Annual Review is evaluated as "1 - Does Not Meet
340 Expectations" or "2 -Needs Improvement" on any of the three job responsibility categories, the
341 Dean and faculty member together shall develop a Performance Remediation Plan (PRP) to
342 improve the faculty member's performance during the following year. The purpose of the PRP is
343 to enable the faculty member to correct unsatisfactory performance in some aspect of their role or
344 responsibilities. The faculty member will have one year to accomplish the goals/outcomes of the
345 PRP.

- 346 a. The components of a PRP plan must include the following:
347 b. clearly defined goals or outcomes;
348 c. an outline of activities to be undertaken;
349 d. a timetable;
350 e. available resources and support;
351 f. expectations for improvement; and
352 g. a monitoring strategy.

353 The PRP must be specific, reasonable, achievable within the time frame through the exercise of
354 ordinary professional diligence, and reflect the essential job duties of the faculty member.

355 If the faculty member elects not to participate in the development of a PRP, the Dean will create
356 an appropriate PRP. In the event of a disagreement between a Law Librarian faculty member and
357 the Dean concerning the PRP, the plan will be brought before the Committee on Promotion
358 described in the VII of this document. In the event of disagreement between any other type of non-
359 tenure track faculty member and the Dean concerning the PRP, the plan will be brought before the
360 Faculty Review Subcommittee or the Promotion and Tenure Committee.

361 The Dean will meet with the faculty member twice in the fall semester and twice in the spring
362 semester to review progress, document additional needs and available resources, and plan
363 accomplishments to be achieved before the next scheduled meeting. After each meeting, the Dean
364 will summarize the meeting in writing and indicate if the faculty member is on track to complete
365 the PRP. The Dean must advise the faculty member in writing of the possible consequences for
366 failure to meet the expectations of the PRP during each meeting.

367 *5. Annual Evaluation Immediately After Performance Remediation Plan*

368 If the Dean evaluates a non-tenure track faculty member as “1 - Does Not Meet Expectations” or
369 “2 - Needs Improvement” on any of the three job responsibility categories in the next consecutive
370 annual evaluation, the Dean may propose a subsequent PRP as described in Section IV.F.4 above.

371 If the Dean evaluates a clinical faculty member with presumptively renewable contracts as “1 -
372 Does Not Meet Expectations” or “2- Needs Improvement” on any evaluation category in two
373 consecutive annual evaluations, the Dean will recommend a corrective structured review for
374 professional development and planning. A recommendation for a corrective structured review for
375 professional development and planning and the accompanying annual evaluation, must be
376 reviewed by the PTR Committee. If the PTR Committee does not agree with the recommendation
377 for a corrective structured review for professional development and planning, the PTR Committee
378 should set forth its reasons for disagreement in a written recommendation and submit the
379 recommendation to the Dean along with a request for reconsideration. If the Dean determines that,
380 notwithstanding the PTR Committee’s recommendation, a corrective structured review for
381 professional development and planning is warranted, the Dean must set forth in writing the reasons

382 for the decision not to accept the Committee’s recommendation, and this statement, along with the
383 Committee’s recommendation, will be included in the faculty member’s file.

384 6. *Amendments to Faculty Review Documentation Templates*

385 Templates for the Faculty Annual Review Summary Report, the Dean’s Annual Review Form, and
386 Review Metrics for annual faculty review are core faculty governance documents and may be
387 amended or changed only by vote of the College’s faculty using the applicable faculty governance
388 procedures set forth in the College’s by-laws.

389 **G. Terms of Appointment**

390 These annual review rules shall not be applied in any way that violates the terms of a faculty
391 member’s appointment, including but not limited to terms negotiated at the time of hire and
392 confirmed in writing from the dean of the College of Law at the time of hire, the terms of
393 administrative appointments, or benefits associated with an endowed chair or professorship.

394 **H. The Limits of Quantitative Ratings**

395 Quantitative ratings are useful in assessing satisfactory job performance. However, quantitative
396 ratings alone do not provide a reliable indicator of effort or the quality of work product.
397 Consequently, in any allocation of institutional resources among faculty—including but not
398 limited to supplemental pay, salary increases, awards, honors, appointments, and workload
399 reallocation—the Dean shall rely on a careful individualized assessment of both effort and quality.

400 **I. Successful Annual Review Not a Guarantee of Promotion for NTT Faculty or**
401 **of Presumptively Renewable Contracts for Clinical Faculty**

402 While annual faculty reviews are considered as part of a faculty member’s record in promotion
403 and structured reviews for professional development and planning, the ratings from annual
404 evaluations do not necessarily translate to a promotion or structured review outcome. Annual
405 reviews focus exclusively on past performance in a single academic year as a basis for evaluating
406 satisfaction of minimum job requirements. By contrast, promotion and structured reviews for
407 professional development and planning assess past performance over many years as a basis for
408 predicting future performance characterized by the attainment of national and international
409 recognition for excellence in a faculty member’s field of expertise. Moreover, whereas annual
410 reviews rely on the dean’s assessment of job performance, promotion and structured reviews for
411 professional development and planning require additional in-depth peer assessments by senior
412 faculty of teaching, scholarship, and/or service.

413 **V. POLICIES AND PROCEDURES FOR PROMOTION AND**
414 **STRUCTURED REVIEWS FOR CLINICAL FACULTY**

415

416 **A. Promotion to Clinical Associate Professor**

417 A clinical assistant professor is eligible to apply and be considered for promotion to clinical
418 associate professor in the fifth year of service. A maximum of three years' credit toward the
419 minimum period may be allowed for service at another institution or within Georgia State
420 University in a faculty rank. Such credit for prior service shall be defined in writing at the time
421 of initial appointment and approved by the Provost.

422 **B. Presumptively Renewable Annual Contracts**

423 A clinical faculty member will be considered for continued employment based on a
424 presumptively renewable annual contract in the fifth year of full-time service, as referenced in
425 Section V.D.2.a. A maximum of three years' credit toward the minimum period may be allowed
426 for service at another institution or within Georgia State University in a faculty type or rank.
427 Such credit for prior service shall be defined in writing at the time of initial appointment and
428 approved by the Provost. A clinical assistant professor should apply for promotion to clinical
429 associate professor and the award of a presumptively renewable contract concurrently.

430 **C. Promotion to Clinical Professor**

431 A clinical associate professor is eligible to apply and be considered for promotion to full Clinical
432 Professor in the fifth year of service in rank. An earlier application for promotion in the fourth
433 year of service in rank requires strong justification.

434 **D. Promotion Standards**

435 *1. General*

436 Each level of review for promotion entails a comprehensive assessment of a candidate's
437 performance, progress, and potential future performance with respect to teaching, research,
438 and service, as appropriate to the particular job classification. Standards and expectations are
439 applied with greater rigor at each successive rank. For newly appointed NTT faculty,
440 teaching loads may be adjusted as needed to support both their ability to focus on their
441 pedagogy and develop a professional agenda. Similarly, while NTT faculty are expected to
442 engage in institutional and professional service, institutional demands, to the extent possible,
443 should be assigned in a manner that does not undermine the development of their teaching
444 and professional agenda.

445 *2. Clinical Faculty*

446 a) Promotion to Clinical Associate Professor; Presumptively
447 Renewable Contracts

448 To qualify for promotion from Clinical Assistant Professor to Clinical Associate Professor,
449 the faculty member must demonstrate excellence in teaching. This will include an
450 assessment, where appropriate, of (a) the quality of teaching; and (b) the development of
451 effective teaching and training materials. In addition, the faculty member seeking promotion
452 must demonstrate (1) a record of high quality research; and (2) a record of high quality

453 service at the clinic/program, law school, and university level commensurate with the
454 candidate's experience and a record overall that shows unmistakable promise of continued
455 productivity. Promotion may, but need not, be based in part on scholarship and the
456 publication of scholarly research.

457 These same substantive standards apply to qualify for continued employment based on a
458 presumptively renewable contract following five years of full-time service.

459 **b) Promotion to Clinical Professor**

460 Attainment of Clinical Professor status is not simply the next step on the promotion ladder.
461 It reflects recognition that a clinical faculty member has attained a significant level of
462 achievement as a teacher and professionally engaged colleague. Both the quantity and quality
463 of the record required for this review should substantially surpass that required for the rank
464 of Clinical Associate Professor.

465 Specifically, to qualify for promotion to Clinical Professor, the faculty member must
466 demonstrate: 1) a sustained level of excellence and continued growth in teaching and
467 clinic/program responsibilities, including a demonstrated record of commitment to the
468 students and the quality of his or her pedagogy; 2) high quality research overall, focusing on
469 the time period since the candidate's attainment of the rank of clinical associate professor,
470 that has achieved significant standing and recognition in the field for its high quality and its
471 contributions to the area of study; and 3) high quality service to the clinic/program, law
472 school, university, community and/or profession. Assessment of one's application for
473 promotion to Clinical Professor entails not only a judgment about a faculty member's record
474 to date but the ability to predict that the candidate will continue to perform at a professor
475 level on into the future.

476 **E. Annual Evaluation and Reappointment**

477 **1. Five Year Probationary Period**

478 Clinical faculty shall serve a five-year probationary period during which time they will be
479 reviewed annually by the Promotion Committee (outlined in Section A.2. of Appendix I)
480 for reappointment and contract renewal based on the applicant's teaching, research, and
481 service activities. This annual process requires the Committee to assess the NTT faculty's
482 incremental and cumulative progress toward satisfying the standards for an award of a
483 presumptively renewable annual contract after the probationary period (Section V.D.2.b.).

484 **2. Structured Reviews for Professional Development and Planning:**

485 Clinical faculty members shall be reviewed during their third probationary year after
486 appointment to provide them with guidance on their progress in advance of their formal five-
487 year review. The procedure for this review shall follow the process set forth in Appendix
488 I. At least one clinical faculty member of higher rank will be appointed as part of the review
489 committee if possible.

490 Clinical faculty members who have successfully completed their five-year review shall
491 undergo reviews thereafter every five years, unless the faculty member is promoted, in which
492 case subsequent reviews will occur every five years after the promotion. The purpose of such
493 a review is to examine the individual's contributions and achievements since his or her last
494 review and to assist the faculty member in developing professional goals for the next five
495 years. The process to be used in years in which the candidate is not seeking promotion is
496 attached as Appendix I. At least one clinical faculty member of the same rank or higher will
497 be appointed as part of the review team if available. In years in which the candidate is
498 seeking promotion, the process shall be governed by Appendix I of this document.

499 **3. Five-Year Review and Continued Employment:**

500 In the fifth year of a clinical faculty member's probationary period, the faculty member will
501 undergo a formal five-year review to determine if he or she will be eligible for continued
502 employment and an annual contract that is presumptively renewable absent cause for non-
503 renewal on specified grounds. No clinical faculty member may be reappointed beyond the
504 probationary period without undergoing a successful five-year review and being found
505 eligible for the award of presumptively renewable annual contracts.

506 A clinical faculty member who undergoes a successful five-year review shall be offered
507 annual contracts that may cease only because of dismissal for good cause (see BOR Policy
508 8.3.9) or the closing or material modification of the clinical program in accordance with
509 ABA Standard 405.

510 **F. Procedure and Evaluation Process:**

511 The procedure and evaluation process for the five-year review is outlined in Section V.J. of
512 this document.

513 **G. Reappointment After the Five-Year Evaluation Period:**

514 Following a successful five-year review, a clinical faculty member will be subject to annual
515 evaluation conducted as part of the Dean's annual review of all faculty, and will be
516 presumptively eligible for annual contract renewal absent cause for non-renewal on specified
517 grounds.

518 **H. Non-Renewal for Unsatisfactory Job Performance After the Five-Year
519 Review Period:**

520 If, after successful completion of the five year review period, the Dean seeks to dismiss or
521 non-renew a clinical faculty member for good cause related to the faculty member's job
522 performance or fitness as a clinical teacher, the Dean shall notify the Chair of the Promotion
523 Committee so that the committee can review the Dean's assessment. For purpose of this
524 review, the Promotion Committee shall consist of the tenured members of the faculty and
525 those Clinical Faculty who hold a presumptively renewable annual contract at the same or
526 higher rank than the clinical faculty member, if possible. The Chair of the Promotion

527 Committee shall appoint a 3-person subcommittee consisting of the Associate Dean for
528 Academic Affairs, one tenured professor and one clinical faculty member who holds a
529 presumptively renewable annual contract at the same or higher rank than the Clinical Faculty
530 member, if possible, to conduct a review of the clinical faculty member's job performance
531 and submit a written report to the Promotion Committee.

532 Following receipt of the report, the Promotion Committee will meet to consider whether
533 good cause has been established to terminate the clinical faculty member and whether by
534 majority vote to recommend to the Dean the renewal or non-renewal of his or her
535 contract. The final decision on non-renewal shall rest with the Dean.

536 *1. Notification of Renewal and Dean's Review*

537 After receiving the Committee's recommendations, the Dean will timely notify all clinical
538 faculty on the issue of their reappointment. In addition, each spring the Dean will meet with
539 each clinical faculty member to review the faculty member's performance and progress
540 towards a five-year presumptively renewable contract, noting accomplishments, areas of
541 strength, and any areas of concern. The Dean will conduct these reviews based on the
542 reappointment dossier compiled by the Promotion Committee, and the annual report
543 document that each faculty member is required to complete each year. The review will
544 include discussion of any significant issues evident from the record or that surfaced during
545 the Promotion Committee's review.

546 **I. The Promotion Process**

547 *1. Promotion Committee*

548 In the case of applications for promotion, reappointment, or a presumptively renewable annual
549 contract relating to clinical faculty (outlined in Appendix I.), the Committee shall consist of all
550 tenured and tenure-track faculty members. The Committee shall also consist of clinical faculty
551 members with respect to promotion and reappointment issues concerning clinical faculty
552 members who are of a lower rank than the voting member. If the voting member has a
553 presumptively renewable contract, he or she is also eligible to vote on clinical faculty of the
554 same rank who do not have this status.

555 *2. Co-Chairs*

556 The Committee shall be headed by two faculty co-chairs elected annually by majority vote of the
557 faculty at a regularly scheduled faculty meeting in March or April of the academic year. The
558 term of appointment, which is renewable, shall run through the ensuing academic year. Co-
559 chairs must be tenured full professors. They shall convene meetings of the Committee,
560 coordinate its proceedings, and serve as its representative with regard to all required and
561 appropriate communications. The co-chairs also will serve as co-chairs of the Faculty Review
562 Subcommittee.

563 *3. Faculty Review Subcommittee*

564 The college also will have a Faculty Review Subcommittee (Subcommittee) to consider
565 promotion and five-year presumptively renewable contracts for clinical faculty. This
566 Subcommittee will be comprised of five members of the full Promotion and Tenure Committee
567 as follows: (1) two members appointed by the Dean; (2) one general member elected by the
568 faculty; and (3) the two co-chairs of the Promotion and Tenure Committee, as well as one
569 clinical faculty member appointed by the Dean, where possible. Clinical faculty members of the
570 same or higher rank than that to which the candidate is seeking promotion are eligible to serve on
571 the Subcommittee. The purpose of the Subcommittee is to aid the Promotion Committee in
572 presiding over the review process. Under the leadership of the co-chairs, the Subcommittee's
573 responsibilities generally entail overseeing and managing the stages of the process as set out in
574 the timeline in Appendix H.

575 The Subcommittee also will review each clinical candidate's completed dossier under the
576 applicable standards set forth in this document, and prepare a written report and recommendation
577 to the full Promotion Committee. This report and recommendation is advisory only and is not
578 binding on the full Committee, which is ultimately responsible for making a recommendation on
579 each candidate to the Dean.

580

581 *4. General Rules Governing Promotion Committee Meetings*

582 1. Meetings of the Committee shall be preceded by five business days' notice to all members
583 eligible to vote on the matters raised at that meeting. When it is anticipated that a meeting
584 will include a vote on reappointment or promotion, the Co-Chairs shall make every effort to
585 schedule that meeting at a time when all faculty eligible to vote are able to attend.

586 2. A quorum for all purposes shall be 80% of the members eligible to vote on the particular
587 matter. In the absence of such a quorum, the Promotion Committee may not act on that
588 matter. Every effort shall be made to include faculty members who are on leave in
589 reappointment and promotion decisions on which they are eligible to vote. However, any
590 faculty member who is on leave and is unavailable to participate in any reappointment and
591 promotion decision shall not be counted for quorum or voting purposes.

592 3. Voting shall be by secret ballot. In reappointment matters, a simple majority of yea and
593 nay votes cast shall be sufficient, and in promotion matters, a two-thirds majority of yea and
594 nay votes cast shall be sufficient to make a recommendation to the Dean. In promotion
595 matters, when the number of members present and voting is not an integer multiple of three,
596 the number of yea and nay votes cast closest to two-thirds shall be sufficient.

597 **J. Procedures for Promotion Review**

598 *1. Notification and Calendar within the College*

599 The formal review, recommendation and decision-making process within the College of Law
600 will be conducted primarily during the fall semester of the academic year. The information

601 gathering process by the co-chairs and the candidates should begin the preceding spring and
602 should conform generally to the calendar set forth in Appendix H.

603 2. *Contents of the Dossier*

604 All applications for promotion will be supported by a dossier that contains a record of the
605 candidate's professional achievements relating to teaching, research and service to the extent
606 appropriate to the classification in question. The contents of the dossier will include:

607 1. Provided by the Candidate

608 a. A current curriculum vita

609 b. A statement that summarizes accomplishments and goals in teaching, research and
610 service. This document should include:

611 1) A statement of the candidate's pedagogical goals and methods for each class
612 currently taught. The candidate should submit evidence relating to teaching
613 effectiveness, which may include, where relevant, peer assessments, the
614 development of instructional materials or new courses/programs, innovative
615 pedagogy, technology or methods of assessment, integration of skills and values, and
616 evidence of student accomplishments;

617 2) A statement about the candidate's research, including evidence of recognition
618 within one's field, and the candidate's existing record and plans going forward. If
619 the candidate's record includes multi-authored written articles or publications, the
620 candidate should indicate his or her specific contributions to each article in question;
621 and

622 3) A statement about the candidate's service.

623 c. Reprints or other copies of written articles or publications, where applicable;

624 d. Any other letters, statements, documents or information the candidate deems relevant
625 and material.

626 2. Prepared or Solicited by the Committee or Subcommittee

627 a. A statement of the clinical faculty member's duties, responsibilities, and work load
628 distribution;

629 b. A written summary of the candidate's student course evaluations;

630 c. Faculty reviews of the candidate's teaching based on class visitations;

631 d. External reviews of the candidate's research; and

632 e. Subcommittee Report that reviews the candidate's record and makes a
633 recommendation to the Promotion Committee in the case of clinical faculty.

634 3. *Evaluation of Teaching*

635

636 1. General

637 Evaluation of a candidate's teaching will be based primarily on: class visits and faculty
638 review of the candidate's classes, student evaluations, the candidate's statement of teaching
639 goals and methods, and any submitted materials or other submissions evidencing teaching
640 dedication, effectiveness or innovation. This evaluation will take into account information
641 relating to the faculty member's teaching load, student advisement, the creation of new
642 courses, and where possible and practicable, teaching methods that integrate, or introduce
643 students to, skills and professional values in their doctrinal courses.

644 2. Class Visitation and Faculty Review

645 Consistent with the practice for review of tenure-track faculty, the Chair of the Promotion
646 Committee shall assign a team of two committee members to observe the teaching of a
647 clinical faculty member who is the subject of reappointment, promotion, or a five-year
648 review. Where possible, at least one of these evaluators should be a clinical faculty member
649 of a higher rank to the candidate.

650 This two-member team shall visit the clinic or program, and, where applicable, observe its
651 administration generally, observe small group teaching or a small class component of the
652 clinic/program and review teaching materials.

653 Prior to each class visit, the two-person team will meet with the faculty member to discuss
654 the subject matter and goals of the upcoming class. The faculty member will furnish a copy
655 of any material to be discussed in the class to the members of the team. After the team has
656 made its class visits but before any final evaluation report is written, the team members will
657 meet with the faculty member to discuss their observations and the faculty member's
658 response.

659 The co-chairs will provide a copy of the visitation report(s) to the observed faculty member
660 within ten business days of the second visit. Within five business days of receiving a copy of
661 the visitation report(s), the observed faculty member may request that a second team be
662 assigned for observation and report before any action is taken on the observed faculty
663 member's reappointment, promotion, or presumptively renewable contract. The original
664 visitation report shall be filed in the observed faculty member's portfolio in the Dean's office,
665 a copy being retained in a duplicate file kept by the co-chairs of the Promotion Committee
666 during the period prior to the faculty decision on the member's candidacy for reappointment,
667 promotion, or presumptively renewable contract.

668 3. Student Evaluations

669 The co-chairs or their designees on the Subcommittee are expected to review the student
670 evaluations of a candidate's classes during the reappointment or promotional period and
671 prepare a summary report of the evaluations for the candidate's dossier. A copy of this
672 summary will be provided to the candidate for review and comment prior to its finalization,
673 and the candidate will have the opportunity to place a responsive statement in the file within
674 five business days of receipt of the summary.

675 In addition, co-chairs or their designees on the Subcommittee will collect the student
676 evaluations of the candidate and make them available in a secure location for review by any
677 faculty member eligible to vote on the promotion, reappointment, or presumptively
678 renewable contract.

679 4. *Evaluation of Research and External Reviews of Clinical Faculty*

680 The Dean will solicit peer evaluations from experts in the candidate's field addressing the
681 candidate's performance and record of research as defined in Section IV.C.1.B. A candidate's
682 dossier should be supported by no less than three external letters.

683 The names of the external reviewers should be drawn from lists of those recommended by the
684 candidate and the Dean (who may consult with the co-chairs and the associate Deans). External
685 reviewers should not have a close relationship with the candidate (e.g., co-author, co-worker).
686 Accompanying each external review letter should be a brief resume or bio showing the
687 reviewer's accomplishments, standing in the field, and a statement of the nature of his/her
688 relationship with the candidate.

689 External review letters shall be kept confidential from all persons other than those individuals
690 involved in some aspect of the candidate's promotion application.

691 5. *Evaluation of Institutional and Professional Service*

692 Evaluation of a candidate's Institutional and Professional Service should consider: the nature and
693 extent of the candidate's service activities, the candidate's engagement in an appropriate level of
694 the faculty's institutional responsibilities, the candidate's capacity to assume leadership
695 responsibilities, and the degree to which research has served to buttress the candidate's teaching
696 and enhance the candidate's reputation among his peers.

697 To evaluate these factors, the committee will review the candidate's own statement and solicit
698 input from clinic/program directors (where applicable) and the chairs of faculty committees on
699 which the candidate has served during the promotional period. The committee also may contact
700 external constituencies associated with the candidate's public or professional service activities
701 and make all other inquiries as the committee deems appropriate.

702 **K. Deliberation Procedures for the Committee, the Subcommittee, and the Dean**
703 **Relating to Promotion**

704 1. *Subcommittee Review*

705 In cases relating to the promotion or application for an award of a presumptively renewable
706 contract for clinical faculty members, the Subcommittee will carefully review and meet to
707 discuss the candidate's dossier.

708 2. *Report*

709 Following its review and deliberations, the Subcommittee will prepare a written report of its
710 assessment and recommendation. The report should assess the candidate's performance in the
711 areas of teaching, research and service based on the dossier and the standards contained in this
712 Promotion Document. The purpose of the report is to aid the work of the Promotion Committee
713 and is advisory only.

714 3. *Timing of Report*

715 The report must be completed and made available to the candidate no later than eight business
716 days before the Promotion Committee meeting on the candidate. The candidate may submit a
717 written response to the report within three business days of its receipt. The written response must
718 be submitted to the Dean.

719 4. *Availability to Faculty*

720 The report, the candidate's response (if any), and the candidate's dossier must be made available
721 to eligible faculty at least five business days before the Promotion Committee vote on the
722 candidate.

723 5. *Promotion Committee Meeting on Candidates*

724 The Promotion Committee will meet to discuss and evaluate the merits of each candidate's
725 application for promotion in light of the dossier and the Subcommittee's report and
726 recommendation. The co-chairs of the Committee will preside. The Committee will make
727 recommendations to the Dean on each candidate's application.

728 6. *Notice to Candidates*

729 All candidates will receive notice in writing of the Committees' recommendations and a copy of
730 any report(s) that are made of the candidate's credentials within the timeframe outlined in the
731 calendar set forth in Appendix H. All candidates have the right to respond in writing to the
732 Committees' recommendations within three business days. The response must be submitted to
733 the Dean. Copies of any such response will be included in the material reviewed at all higher
734 levels.

735 7. *Dean's Review*

736 Upon receiving recommendations for promotion, the Dean will conduct a review of the
737 candidate's application based on the Promotion Committee's recommendation and the
738 candidate's dossier. The Dean will make an independent assessment of whether to support the
739 recommendation. In all instances of a positive recommendation, the Dean will notify the
740 candidate and will forward the candidate's record to the Provost for the next stage of review
741 within the timeframe outlined in the calendar set forth in Appendix H.

742 Candidates that are not recommended by the Dean must receive a written decision and rationale
743 no later than ten business days after the Dean's decision.

744 *8. Provost's Review*

745 The Provost will conduct an independent review of the materials forwarded by the Dean and any
746 other related materials directly relevant to the clinical faculty member's candidacy for
747 promotion. The Provost will make a recommendation in each case, forward the
748 recommendations to the president, and notify the Dean. Within three business days after
749 receiving notice of the Provost's recommendation, the Dean will notify the candidate of the
750 Provost's recommendation.

751 Before forwarding a negative recommendation to the president, the Provost will consult with the
752 Dean. In response to the query from the Provost, the Dean may gather additional information
753 from the candidate and other materials directly related to the clinical faculty member's
754 candidacy. The Dean will notify the candidate of his/her reply to the Provost.

755 *9. President's Review*

756 The President will conduct an independent review of the candidate's dossier and related
757 materials and recommendations. The decision will be communicated to the Dean, who will
758 notify the candidate within three business days after receiving notice of the president's decision.

759 *10. Appeals*

760 Clinical faculty members may appeal a negative recommendation of the Dean to the Provost in
761 the manner provided by the University's Promotion Manual for Non-Tenure Track Faculty
762 (Section VII. Appeals) within ten business days of receipt of the Dean's decision.

763 Candidates may appeal to the president a negative recommendation by the Provost or a decision
764 by the Provost rejecting the candidate's appeal to the Provost in accordance with the University's
765 Promotion Manual for Non-Tenure Track Faculty (Section VII. Appeals).

766

767 **VI. POLICIES AND PROCEDURES FOR PROMOTION AND**
768 **STRUCTURED REVIEWS OF LECTURERS AND ACADEMIC**
769 **PROFESSIONALS**
770

771 **A. Timing Policies for Promotion**

772 *1. Promotion to Senior Lecturer*

773 A Lecturer is eligible to apply and be considered for promotion to senior Lecturer in the fifth
774 year of service, to be effective at the beginning of the seventh year of service. A maximum of
775 three years' credit toward the minimum period may be allowed for service at another institution
776 or within Georgia State University in a faculty rank. Such credit for prior service shall be
777 defined in writing and approved by the Provost.

778 *2. Promotion to Principal Senior Lecturer*

779 A senior Lecturer is eligible to apply and be considered for promotion to principal senior
780 Lecturer in the fifth year of service in rank.

781 *3. Promotion to Senior Academic Professional*

782 An Academic Professional is eligible to apply and be considered for promotion to senior
783 Academic Professional in the fifth year of service in rank.

784

785 **B. Promotion Standards**

786 *1. General*

787 Promotion recommendations of Lecturers shall be based on demonstrated excellence in teaching
788 and high quality service. It is necessary to meet the standards in both. Promotion decisions entail
789 not only an evaluation of a candidate's existing contributions and accomplishments, but a
790 predictive assessment of the candidate's commitment to continued excellence in teaching and
791 high quality service.

792 Promotion recommendations of Academic Professionals shall be based on demonstrated
793 excellence in service and, if applicable, high quality teaching and/or research. Promotion
794 decisions entail not only an evaluation of a candidate's existing contributions and
795 accomplishments, but a predictive assessment of the candidate's commitment to sustained
796 excellence and continued growth in service and, if applicable, high quality teaching and/or
797 research.

798 Each year, the Associate Dean for Research and Faculty Development will convene a meeting to
799 explain promotion policies and answer questions about any and all phases of the promotion
800 process. This meeting shall be open to all interested faculty members.

801 2. *Standards for Evaluation by Rank and Job Classification*

802 a) General

803 Each level of review for promotion entails a comprehensive assessment of a candidate's
804 performance, progress, and potential future performance with respect to teaching and service.
805 A candidate must meet more rigorous standards and expectations at successive promotion
806 levels.

807 b) Promotion to Senior Lecturer

808 To qualify for promotion from Lecturer to Senior Lecturer, the faculty member must demonstrate
809 excellence in teaching. This will include an assessment of (a) the quality of pedagogy and
810 instruction in the classroom; (b) the quality of feedback provided to students in written and oral
811 assignments, where appropriate; (c) the development of effective teaching and training materials;
812 and (d) the ability to work collaboratively and professionally with other faculty members, where
813 appropriate. In addition, the faculty member seeking promotion must demonstrate a commitment
814 to high quality service commensurate with the candidate's experience and a record overall that
815 shows unmistakable promise of continued productivity.

816 c) Promotion to Principal Senior Lecturer

817 Attainment of Principal Senior Lecturer reflects recognition that a faculty member has attained a
818 significant level of achievement as a teacher and professionally engaged colleague.

819 Specifically, to qualify for promotion to principal senior Lecturer, the faculty member must
820 demonstrate: 1) a sustained high level of excellence and continued growth in teaching
821 responsibilities, including a demonstrated record of commitment to the students and the quality
822 of his or her pedagogy; and 2) regular and significant high quality service. Assessment of one's
823 application for promotion to Principal Senior Lecturer entails not only a judgment about a faculty
824 member's record to date but the ability to predict that the candidate will continue to perform at a
825 high level on into the future.

826 d) Promotion to Senior Academic Professional

827 Attainment of Senior Academic Professional reflects recognition that a faculty member has
828 attained a significant level of achievement in the area of service and, if applicable, teaching
829 and/or research.

830 Specifically, to qualify for promotion to senior Academic Professional, the faculty member must
831 demonstrate a sustained high level of excellence and continued growth in service responsibilities.
832 If applicable, the faculty member must also demonstrate high quality teaching and/or research.

833 Assessment of one's application for promotion to Senior Academic Professional entails not only
834 a judgment about a faculty member's record to date but the ability to predict that the candidate
835 will continue to perform at a high level on into the future.

836 **C. Annual Evaluation and Reappointment**

837 *1. Reappointment Review*

838 All Lecturers are hired on an annual basis in accordance with Section 8.3.4.3 of the Board of
839 Regents' Policy Manual.

840 During the first five years of full-time employment at the College of Law, Lecturers shall be
841 reviewed annually by the Promotion Committee (outlined in Section VI.D.1) in order to
842 make a reappointment and contract recommendation to the Dean. These reviews shall
843 consist of an evaluation of teaching excellence conducted by tenure-track or clinical faculty
844 members based in part on in-class observations, the quality of written feedback provided to
845 students, as well as a review of service activities.

846 Beginning in the sixth year of full-time service, the annual reappointment review need not
847 include an in-class observation of the applicant's teaching skills, with the exception of those
848 years in which a Lecturer has applied for promotion or undergoes a review in Section
849 VI.C.3. Notwithstanding this provision, the Dean and/or chairs of the Promotion Committee
850 retain the discretion to require an in-class observation for any Lecturer as part of the
851 reappointment process.

852 During the first five years of full-time employment at the College of Law, Academic
853 Professionals shall be reviewed annually by the Promotion Committee (outlined in Section
854 VI.D.1.) in order to make a reappointment and contract recommendation to the Dean. These
855 reviews shall consist of an evaluation of service excellence conducted by tenure-track or
856 clinical faculty members (including the Center Director under whom the Academic
857 Professional works, if applicable), based on a written report of the service activities
858 accomplished and, if applicable, an in-class observation of the applicant's teaching skills,
859 the quality of assessment of student performance, and/or a written research review.

860

861 *2. Criteria for Reappointment:*

862 To qualify for reappointment, a Lecturer must establish that he or she is meeting the
863 teaching and service goals identified in section IV.C.2. To qualify for reappointment, an
864 Academic Professional must establish that he or she is meeting the service, teaching and/or
865 research goals identified in section IV.C.3 and applicable to his or her specific appointment.
866 Reappointment shall be at the sole discretion of the Dean or his or her representative.

867 All Lecturers who have served full-time for the entire previous academic year have a
868 presumption of reappointment for the subsequent academic year unless notified in writing to
869 the contrary as follows:

870 For Lecturers with less than three years of full-time service, the College of Law will provide
871 notice of non-reappointment as early as practicable.

872 For Lecturers with three or more, but less than six, years of full-time service, notice of non-
873 reappointment must be made at least 30 calendar days prior to the College of Law's first day
874 of classes in the semester.

875 For Lecturers with six or more years of full-time employment, notice of non-reappointment
876 will be made at least one hundred and eighty calendar days prior to the College of Law's
877 first day of classes in the semester.

878 Lecturers with six or more years of full-time service at the College of Law who have
879 received timely notice of non-reappointment are entitled to a review of the decision in
880 accordance with the appeal procedures contained in Section VIII of the Bylaws of the Board
881 of Regents of the University System of Georgia.

882 All Academic Professionals who have served full-time for the entire previous academic year
883 have the presumption of reappointment for the subsequent academic year unless notified in
884 writing to the contrary at least three (3) months before the date of termination.

885 Previous years of service in positions other than the faculty positions with academic rank
886 listed above shall not be included in the calculation to determine the schedule for notice of
887 intention not to renew an Academic Professional's contract.

888

889 *3. Structured Reviews for Professional Development and Planning*

890 Lecturers and Academic Professionals shall be reviewed during their third year of full-time
891 employment to provide them with guidance on whether they are making progress toward
892 promotion and to identify opportunities that will enable them to reach their full potential in
893 terms of their contribution to the University. The procedure for this review shall follow the
894 process as set forth in the College's Guidelines for Structured Reviews of Lecturers and
895 Academic Professionals, attached as Appendix J. In their fifth year, the structured review is
896 also the review for promotion to Senior Lecturer or Senior Academic Professional and will
897 be conducted in accordance with the procedures outlined in Appendix J.

898 Once a Lecturer is promoted to Senior Lecturer, such reviews shall take place every five
899 years of continued employment, unless he or she is promoted, in which case subsequent
900 reviews will occur every five years after the promotion. The purpose of such a review is to
901 examine the individual's contributions and achievements since his or her last review and to
902 assist the faculty member in developing professional goals for the next five years. In years in

903 which the Lecturer is seeking promotion, the process shall be governed by Section VI.D. of
904 this document. Otherwise, the process to be used is attached at Appendix J.

905 Once promoted to Principal Senior Lecturer or Senior Academic Professional, such reviews
906 shall take place every five years of continued employment. The purpose of such a review is
907 to examine the individual's contributions and achievements since his or her last review and to
908 assist the faculty member in developing professional goals for the next five years.

909 **D. The Promotion Process**

910 *1. Promotion Committee*

911 In the case of applications for promotion or reappointment relating to Lecturers and Academic
912 Professionals, the Committee shall consist of all tenured, tenure-track and clinical faculty
913 members. Also serving on the Committee for promotion or reappointment relating to Lecturers
914 shall be Lecturers above the current rank of the Lecturer applying for promotion or being
915 reviewed for reappointment. Likewise, also serving on the Committee for promotion or
916 reappointment relating to Academic Professionals shall be Academic Professionals above the
917 current rank of the Academic Professional applying for promotion or being reviewed for
918 reappointment, to the extent there are any such individuals.

919 *2. Co-Chairs*

920 The Committee shall be headed by the two faculty co-chairs elected annually by majority vote of
921 the faculty at a regularly scheduled faculty meeting in March or April of the academic year. The
922 term of appointment, which is renewable, shall run through the ensuing academic year. Co-chairs
923 must be tenured full professors. They shall convene meetings of the Committee, coordinate its
924 proceedings, and serve as its representative with regard to all required and appropriate
925 communications. The co-chairs also will serve as co-chairs of the Faculty Review Subcommittee.

926 *3. Faculty Review Subcommittee*

927 The College will have a Faculty Review Subcommittee to consider promotion for Lecturers.
928 This Subcommittee will be comprised of five members of the full Promotion and Tenure
929 Committee as follows: (1) two members appointed by the Dean; (2) one general member elected
930 by the faculty; and (3) the two co-chairs of the Promotion and Tenure Committee, as well as one
931 Lecturer member appointed by the Dean, where possible. Lecturers of higher rank than that to
932 which the candidate is seeking promotion are eligible to serve on the Subcommittee.

933 Likewise, the College also will have a Faculty Review Subcommittee to consider promotion for
934 Academic Professionals. This Subcommittee will be comprised of five members of the full
935 Promotion and Tenure Committee as follows: (1) two members appointed by the Dean; (2) one
936 general member elected by the faculty; and (3) the two co-chairs of the Promotion and Tenure
937 Committee, as well as one Academic Professional member appointed by the Dean, where
938 possible. Academic Professionals of the higher rank than that to which the candidate is seeking
939 promotion are eligible to serve on the Subcommittee.

940 The purpose of the Subcommittee is to aid the Promotion Committee in presiding over the
941 review process. Under the leadership of the co-chairs, the Subcommittee's responsibilities
942 generally entail overseeing and managing the stages of the process as set out in the timeline in
943 Appendix H.

944 The Subcommittee also will review each Lecturer's or Academic Professional's completed
945 dossier under the applicable standards set forth in this document, and prepare a written report and
946 recommendation to the full Promotion Committee. This report and recommendation is advisory
947 only and is not binding on the full Committee, which is ultimately responsible for making a
948 recommendation on each candidate to the Dean.

949 **4. General Rules Governing Promotion Committee Meetings**

950 1. Meetings of the Committee shall be preceded by five business days' notice to all members
951 eligible to vote on the matters raised at that meeting. When it is anticipated that a meeting
952 will include a vote on reappointment or promotion, the Co-Chairs shall make every effort to
953 schedule that meeting at a time when all faculty eligible to vote are able to attend.

954 2. A quorum for all purposes shall be 80% of the members eligible to vote on the particular
955 matter according to the membership criteria defined in Section VI.D.1. In the absence of such
956 a quorum, the Promotion Committee may not act on that matter. Every effort shall be made
957 to include faculty members who are on leave in reappointment and promotion decisions on
958 which they are eligible to vote. However, any faculty member who is on leave and is
959 unavailable to participate in any reappointment or promotion decision shall not be counted
960 for quorum or voting purposes.

961 3. Voting shall be by secret ballot. In reappointment matters, a simple majority of yea and
962 nay votes cast shall be sufficient, and in promotion matters, a two-thirds majority of yea and
963 nay votes cast shall be sufficient to make a recommendation to the Dean. In promotion
964 matters, when the number of members present and voting is not an integer multiple of three,
965 the number of yea and nay votes cast closest to two-thirds shall be sufficient.

966 **E. Procedures for Promotion Review of Lecturers**

967 **1. Notification and Calendar within the College**

968 The formal review, recommendation and decision-making process within the College of Law
969 will be conducted primarily during the fall semester of the academic year. The information
970 gathering process by the Faculty Review Subcommittee and the candidates should begin the
971 preceding spring and should conform generally to the calendar set forth in Appendix H.

972 **2. Contents of the Dossier**

973 All applications for promotion will be supported by a dossier that contains a record of the
974 candidate's professional achievements relating to teaching and service. The contents of the
975 dossier will include:

- 976 1. Provided by the Candidate
- 977 a. A current curriculum vita
- 978 b. A statement that summarizes accomplishments and goals in teaching and service,
979 including:
- 980 1) A statement of the candidate’s pedagogical goals and methods for each course
981 currently taught. The candidate should submit evidence relating to teaching
982 effectiveness, which may include, where relevant, peer assessments, the
983 development of instructional materials or new courses/programs, innovative
984 pedagogy, technology or methods of assessment, integration of skills and values,
985 and evidence of student accomplishments. In addition, the candidate should
986 address, where appropriate, methods and examples of providing feedback to
987 students on written assignments; and
- 988 2) A statement about the candidate’s institutional service and professional
989 engagement. The candidate should address and/or provide examples, where
990 appropriate, of the ability to work collaboratively and professionally with other
991 faculty members in programs of study;
- 992 c. At the candidate’s discretion, copies of any letters, memoranda, etc. that document
993 public service, professional engagement, leadership positions, awards, or other forms of
994 professional recognition;
- 995 d. Any other letters, statements, documents or information the candidate deems relevant
996 and material.
- 997 2. Prepared or Solicited by the Subcommittee
- 998 a. A written summary of the candidate’s student course evaluations; and
- 999 b. Faculty reviews of the candidate’s teaching based on class visitations.
- 1000 3. *Evaluation of Teaching*
- 1001 1. General
- 1002 Evaluation of a candidate’s teaching will be based primarily on: class visits and faculty
1003 review of the candidate’s classes, student evaluations, the candidate’s statement of teaching
1004 goals and methods, and any submitted materials or other submissions evidencing teaching
1005 dedication, effectiveness or innovation.
- 1006 2. Class Visitation and Faculty Review

1007 The co-chairs of the Promotion Committee or their designees will assign two-person faculty
1008 teams to conduct class observations for all Lecturers: (1) in each of their first five years of
1009 employment; (2) in years in which a Lecturer has applied for promotion or is subject to a
1010 review identified in Section VI.C.3; and (3) as deemed necessary in the discretion of the
1011 Dean or co-chairs. Each faculty team will conduct observations of at least two full 75 minute
1012 classes of the same course.

1013 3. Student Evaluations

1014 The Faculty Review Subcommittee will review the student evaluations of a candidate's
1015 classes during the promotional period and prepare a summary report of the evaluations for
1016 the candidate's dossier. A copy of this summary will be provided to the candidate for review
1017 and comment prior to its finalization, and the candidate will have the opportunity to place a
1018 responsive statement in the file within five business days of receipt of the summary.

1019 4. *Evaluation of Service*

1020 Evaluation of a candidate's service should consider: the nature and extent of the candidate's
1021 service activities, the candidate's engagement in an appropriate level of the faculty's institutional
1022 responsibilities, the candidate's capacity to assume leadership responsibilities, and other related
1023 information.

1024 To evaluate these factors, the subcommittee will review the candidate's own statement and
1025 solicit input from the Director of Lawyering Foundations or, in the case of a Lecturer who is not
1026 teaching in the Lawyering Foundations Program, the Director of the program in which the
1027 Lecturer teaches, the chairs of faculty committees on which the candidate has served during the
1028 promotional period, and other faculty where applicable. The committee also may contact
1029 external constituencies associated with the candidate's public or professional service activities
1030 and make all other inquiries as the committee deems appropriate.

1031 **F. Procedures for Promotion Review of Academic Professionals**

1032 1. *Notification and Calendar within the College*

1033 The formal review, recommendation and decision-making process within the College of Law
1034 will be conducted primarily during the fall semester of the academic year. The information
1035 gathering process by the Faculty Review Subcommittee and the candidates should begin the
1036 preceding spring and should conform generally to the calendar set forth in Appendix H.

1037 2. *Contents of the Dossier*

1038 All applications for promotion will be supported by a dossier that contains a record of the
1039 candidate's professional achievements relating to service and, if applicable, teaching and/or
1040 research. The contents of the dossier will include:

1041 1. Provided by the Candidate

- 1042 a. A current curriculum vita
- 1043 b. A statement that summarizes accomplishments and goals in service and, if applicable,
1044 teaching and/or research, including:
- 1045 1) A statement that summarizes the candidate’s specific service responsibilities,
1046 the candidate’s accomplishments with respect to these responsibilities; and the
1047 candidate’s goals in the area of service. The candidate should submit evidence
1048 relating to job knowledge, productivity, accuracy and quality, adaptability,
1049 organizational skills, communication skills, initiative, professional relationships,
1050 supervisory skills, College of Law and University service, professional service,
1051 and community engagement;
- 1052 2) A statement that summarizes accomplishments and goals in teaching, where
1053 applicable, including the candidate’s pedagogical goals and methods for each
1054 course currently taught. The candidate should submit evidence relating to
1055 teaching effectiveness, which may include, where relevant, peer assessments, the
1056 development of instructional materials or new courses/programs, innovative
1057 pedagogy, technology or methods of assessment, integration of skills and values,
1058 and evidence of student accomplishments. In addition, the candidate should
1059 address, where appropriate, methods and examples of providing feedback to
1060 students on written assignments;
- 1061 3) A statement about the candidate’s research, where applicable, including
1062 evidence of recognition within one’s field, and the candidate’s existing record and
1063 plans going forward. If the candidate’s record includes multi-authored written
1064 articles or publications, the candidate should indicate his or her specific
1065 contributions to each article in question.
- 1066 c. At the candidate’s discretion, copies of any letters, memoranda, etc. that document
1067 public service, professional engagement, leadership positions, awards, or other forms of
1068 professional recognition.
- 1069 d. Any other letters, statements, documents or information the candidate deems relevant
1070 and material.
- 1071 2. Prepared or Solicited by the Subcommittee
- 1072 a. A statement of the Academic Professional’s duties, responsibilities, and work load
1073 distribution;
- 1074 b. A written summary of the candidate’s student course evaluations, if applicable;
- 1075 c. Faculty reviews of the candidate’s teaching based on class visitations, if applicable;
- 1076 d. Internal reviews of the candidate’s research, if applicable; and
- 1077 e. A Subcommittee Report summarizing the candidate’s record and making a
1078 recommendation to the Promotion Committee.

1079 3. *Evaluation of Service*

1080 Evaluation of a candidate’s service should consider the candidate’s College of Law and
1081 University service, professional service, and community engagement in light of his or her
1082 specific service responsibilities, and include and any other evidence of effective service.

1083

1084 To evaluate these factors, the Subcommittee will review the candidate’s own statement and
1085 solicit input from the Center Director, the chairs of faculty committees on which the candidate
1086 has served during the promotional period, and other faculty where applicable. The
1087 Subcommittee also may contact external constituencies associated with the candidate’s public or
1088 professional service activities and make such other inquiries as it deems appropriate.

1089 4. *Evaluation of Teaching (if applicable)*

1090 1. General

1091 Evaluation of a candidate’s teaching, if applicable, will be based primarily on: class visits
1092 and faculty review of the candidate’s classes, student evaluations, the candidate’s statement
1093 of teaching goals and methods, and any submitted materials evidencing teaching dedication,
1094 effectiveness or innovation.

1095 2. Class Visitation and Faculty Review

1096 The co-chairs of the Promotion Committee or their designees will assign two-person faculty
1097 teams to conduct class observations for all Academic Professionals whose duties include
1098 teaching: (1) in each of their first five years of employment; (2) in years in which an
1099 Academic Professional has applied for promotion or is subject to a review identified in
1100 Section VI.C.3; and (3) as deemed necessary in the discretion of the Dean or co-chairs. Each
1101 faculty team will conduct observations of at least two full 75 minute classes of the same
1102 course.

1103 3. Student Evaluations

1104 The Subcommittee will review the student evaluations of a candidate’s classes during the
1105 promotional period and prepare a summary report of the evaluations for the candidate’s
1106 dossier. A copy of this summary will be provided to the candidate for review and comment
1107 prior to its finalization, and the candidate will have the opportunity to place a responsive
1108 statement in the file within five business days of receipt of the summary.

1109 5. *Evaluation of Research (if applicable)*

1110 Evaluation of a candidate’s research, if applicable, should consider participation in symposia and
1111 conferences; formal presentations; practice-focused and professionally oriented writing;

1112 engagement with academic and professional audiences; and leadership roles in the profession
1113 and on professional committees.

1114 In evaluating research, the Subcommittee will also consider internal faculty evaluations of the
1115 candidate's research as assigned by the Academic Professional Reviewing Committee.

1116 **G. Deliberation Procedures for the Committee and the Dean Relating to**
1117 **Promotion**

1118 *1. Subcommittee Review*

1119 In cases relating to promotion, the Subcommittee will carefully review the candidate's
1120 application and meet to discuss it upon completion of the dossier.

1121 *2. Report*

1122 Following its review and deliberations, the Subcommittee will prepare a written report of its
1123 assessment and recommendation. The report should assess the candidate's performance in the
1124 areas of teaching and service based on the dossier and the standards contained in this Promotion
1125 Document. The purpose of the report is to aid the work of the Promotion Committee and is
1126 advisory only.

1127 *3. Timing of Report*

1128 The report must be completed and made available to the candidate no later than eight business
1129 days before the Promotion Committee meeting on the candidate. The candidate may submit a
1130 written response to the report within three business days of its receipt. The written response must
1131 be submitted to the Dean.

1132 *4. Availability to Faculty*

1133 The report, the candidate's response (if any), and the candidate's dossier must be made available
1134 to faculty eligible to vote at least five business days before the Promotion Committee vote on the
1135 candidate.

1136 *5. Promotion Committee Meeting on Candidates*

1137 The Promotion Committee will meet to discuss and evaluate the merits of each candidate's
1138 application for promotion in light of the dossier and the Subcommittee's report and
1139 recommendation. The co-chairs of the Committee will preside. In accordance with the voting
1140 rules set forth in VII.D, the Committee will make a recommendation to the Dean on each
1141 candidate's application.

1142 *6. Notice to Candidates*

1143 All candidates will receive notice in writing of the Committees' recommendations and a copy of
1144 any report(s) that are made of the candidate's credentials within the timeframe outlined in the
1145 calendar set forth in Appendix H. All candidates have the right to respond in writing to the
1146 Committees' recommendations within three business days. The response must be submitted to
1147 the Dean. Copies of any such response will be included in the material reviewed at all higher
1148 levels.

1149 *7. Dean's Review*

1150 Upon receiving recommendations for promotion, the Dean will conduct a review of the
1151 candidate's application based on the Promotion Committee's recommendation and the
1152 candidate's dossier. The Dean will make an independent assessment of whether to support the
1153 recommendation. In all instances of a positive recommendation, the Dean will notify the
1154 candidate and will forward the candidate's record to the Provost for the next stage of review
1155 within the timeframe outlined in the calendar set forth in Appendix H.

1156 Candidates not recommended by the Dean must receive a written decision and rationale no later
1157 than ten business days after the Dean's decision.

1158 *8. Provost's Review*

1159 The Provost will conduct an independent review of the materials forwarded by the Dean and any
1160 other related materials directly relevant to the Lecturer's or Academic Professional's candidacy
1161 for promotion. The Provost will make a recommendation in each case, forward the
1162 recommendations to the President, and notify the Dean. Within three business days after
1163 receiving notice of the Provost's recommendation, the Dean will notify the candidate of the
1164 Provost's recommendation.

1165 Before forwarding a negative recommendation to the President, the Provost will consult with the
1166 Dean. In response to the query from the Provost, the Dean may gather additional information
1167 from the candidate and other materials directly related to the Lecturer's or Academic
1168 Professional's candidacy. The Dean will notify the candidate of his/her reply to the Provost.

1169 *9. President's Review*

1170 The President will conduct an independent review of the candidate's dossier and related
1171 materials and recommendations. The decision will be communicated to the Dean, who will
1172 notify the candidate within three business days after receiving notice of the president's decision.

1173 *10. Appeals*

1174 A Lecturer or Academic Professional may appeal a negative recommendation of the Dean
1175 regarding promotion to the Provost in the manner provided by the Promotion Manual for Non-
1176 Tenure Track Faculty (Section VII. Appeals) within ten business days of receipt of the Dean's
1177 decision.

1178 Candidates may appeal to the President a negative recommendation by the Provost or a decision
1179 by the Provost rejecting the candidate’s appeal to the Provost in accordance with the Promotion
1180 Manual for Non-Tenure Track Faculty (Section VII. Appeals).

1181 **VII. POLICIES AND PROCEDURES FOR PROMOTION AND** 1182 **STRUCTURED REVIEWS OF LAW LIBRARIAN FACULTY**

1183 The College of Law’s ability to achieve its educational, academic, and professional missions
1184 requires a committed faculty dedicated to excellence in teaching, research, and service. The
1185 College regularly assesses faculty achievement in these areas through reappointment and
1186 promotion reviews. This document sets forth the criteria, standards, and procedures for
1187 conducting such reviews of Law Librarians in the College of Law, who are non-tenure track
1188 faculty (“NTT”). The policies and procedures contained in this document must be read in
1189 conjunction with the Georgia State University Promotion Manual for Non-Tenure Track Faculty,
1190 as approved on March 24, 2022, and the bylaws and policies of the Board of Regents of the
1191 University System of Georgia.

1192 As aptly noted in the University’s Promotion Manual, “[p]romotion decisions for NTT faculty
1193 are extremely important to the professional life of the faculty member and the institution.” This
1194 document is meant to safeguard these interests and afford Law Librarians with notice, fairness,
1195 and the opportunity and resources needed for successful promotion and ongoing professional
1196 development.

1197

1198 **A. Qualification for Appointment**

1199 Law Librarians at Georgia State University College of Law Library must hold a Master’s degree
1200 in librarianship granted by a program accredited by the American Library Association. The
1201 degree in librarianship constitutes the librarian’s fundamental professional and academic
1202 credentials.

1203 *1. Qualifications for Appointment in Specific Ranks*

1204 **1. Law Librarian Instructor** requires completion of professional training,
1205 marked by the Master’s degree in Librarianship from a library school program accredited by the
1206 American Library Association or the Board of Regents of the University System of Georgia, and
1207 recommendations from references.

1208

1209 **2. Law Librarian Assistant Professor** requires a record of successful
1210 performance and evidence of ability to sustain a broad range of professional responsibility and
1211 activity. However, a librarian who has special competence required for the position under
1212 consideration, but who lacks previous experience at the professional level, may be appointed to
1213 the rank of Law Librarian Assistant Professor.

1214

1215 **3. Law Librarian Associate Professor** requires a record of substantial
1216 accomplishment, both in the librarian’s specific area of professional responsibility and in
1217 contributions to the profession.
1218

1219 **4. Law Librarian Professor** requires a record of outstanding
1220 accomplishment, both in job-related performance and in contributions to the profession.

1221
1222 **B. Support, Evaluation, and Reappointment**

1223 **1. In General**

1224 Upon the arrival of each newly hired law librarian, the Associate Dean for Library & Information
1225 Services (hereinafter Associate Dean) will designate a law librarian to serve as a mentor for the
1226 new law librarian. Mentors will provide support and guidance that will aid the new colleague in
1227 his or her professional development. At the same time, mentors are not meant to be the only
1228 source of communication, but to facilitate the faculty’s commitment to providing regular,
1229 constructive, and candid advice.

1230

1231 The College of Law Non-Tenure Review Manual will be presented to each new law librarian
1232 soon after employment begins. During the new law librarian’s orientation session with the
1233 Associate Dean, the Manual will be distributed and discussed. In addition, the Associate Dean
1234 will be responsible for reviewing the promotion process with the librarian and discussing
1235 opportunities and means to progress toward fulfilling the requirements.

1236

1237 Another source of support is provided by the Associate Dean for Research and Faculty
1238 Development. This office oversees a series of programs designed for junior faculty development
1239 and enrichment. Law librarians are encouraged to participate in these programs.

1240 **C. Annual Review**

1241 Law Librarians are evaluated by their direct supervisor on an annual basis for their performance
1242 and accomplishments in the three areas of teaching, service, and research. Librarians will also be
1243 evaluated according to the schedule for the entirety of their work toward promotion.

1244 **D. Structured Reviews for Professional Development and Planning**

1245 Law Librarians will receive a structured review during their second year of employment to
1246 provide them with guidance on their progress toward promotion and to identify opportunities that
1247 will enable them to reach their full potential in terms of their contribution to the University. If a
1248 Law Librarian Instructor chooses to apply for promotion during the second year of employment,
1249 the structured review is also the review for promotion to Law Librarian Assistant Professor. Law
1250 Librarians will be reviewed every five years following a promotion, or earlier at a law librarian’s

1251 request. If a Law Librarian is promoted, subsequent reviews will occur every five years after the
1252 promotion. The purpose of these reviews is to examine the individual's contributions and
1253 achievements since his or her last review and to assist the Law Librarian in developing
1254 professional goals for the next five years.

1255 Procedures for the structured review are in Appendix K of this document.
1256

1257 **E. Timing Policies for Promotion**

1258 *1. In General*

1259 A maximum of three years' credit toward the minimum periods identified below may be allowed
1260 for service at another institution or within Georgia State University. Such credit for prior service
1261 shall be defined in writing at the time of the initial appointment and approved by the Provost.

1262 *2. Promotion from Law Librarian Instructor to Law Librarian Assistant*
1263 *Professor*

1264 A candidate is eligible to apply and be considered for promotion to Law Librarian Assistant
1265 Professor beginning in the second year of service and no later than the fifth year of service. If
1266 promotion is not received after five years of service, a terminal appointment of one year will be
1267 granted.

1268

1269 *3. Promotion from Law Librarian Assistant Professor to Law Librarian*
1270 *Associate Professor / Law Librarian Associate Professor to Law Librarian*
1271 *Professor*

1272 For promotion to all other ranks, candidates must wait a minimum of 4 years between
1273 applications for promotions at Georgia State University, other than from Law Librarian
1274 Instructor to Law Librarian Assistant Professor.

1275 **F. Promotion Standards**

1276 *1. In General*

1277 Promotion recommendations of law librarians shall be based on demonstrated excellence in
1278 teaching and high quality institutional and professional service (as defined in §IV.C.4.b above).
1279 It is necessary to meet the standards in both of the areas. Promotion decisions entail not only an
1280 evaluation of a candidate's existing contributions and accomplishments, but a predictive
1281 assessment of the candidate's commitment to continued excellence and productivity in these
1282 areas. More rigorous standards and expectations are applied at successive promotion levels.

1283 If a law librarian serves an additional role in the law school, such as IT Director, activities in that
1284 professional area, for example law school technology, which parallel the activities in law
1285 librarianship required for promotion will be considered as part of the promotion process.

1286 Each year, the Associate Dean for Library and Information Services will convene a meeting to
1287 explain promotion policies and answer questions about any and all phases of the promotion
1288 process. This meeting shall be open to all interested Law Library faculty members.
1289

1290 2. *Standards for Evaluation*

1291 a) Promotion from Law Librarian Instructor to Law Librarian
1292 Assistant Professor

1293 To qualify for promotion from Law Librarian Instructor to Law Librarian Assistant Professor,
1294 the law librarian must demonstrate excellence in teaching (as defined in Section IV.C.4.b above)
1295 as well as high quality internal service (as defined in Section IV.C.4.c above) and high quality
1296 research, if performed (as defined in Section IV.C.4.d. above). The committee may look to
1297 [AALL competencies](#) for guidance.

1298 Examples of activities that may be used to qualify for promotion to Law Librarian Assistant
1299 Professor include:

- 1300 • Teaching as a guest lecturer in College of Law or University courses; creating, selecting,
1301 and managing catalog records according to national standards and accepted practices; or
1302 providing skilled and customized reference services
- 1303 • Serving as a member of a Law Library committee, a College of Law Committee, or a
1304 University committee
- 1305 • Attending internal or local meetings, trainings, or other continuing education
1306 opportunities

1308 b) Promotion from Law Librarian Assistant Professor to Law
1309 Librarian Associate Professor

1310 To qualify for promotion from Law Librarian Assistant Professor to Law Librarian Associate
1311 Professor, the law librarian must demonstrate excellence in teaching (as defined in Section
1312 II.C.4.b above), high quality internal and external service (as defined in Section IV.C.4.c above),
1313 high quality research, if performed (as defined in Section II.C.4.d. above). The committee may
1314 look to [AALL competencies](#) for guidance.

1315 Examples of activities that may be used to qualify for promotion to Law Librarian Associate
1316 Professor include:

- 1317
- 1318 • Teaching as a guest lecturer or course instructor in College of Law or University courses;
1319 creating, selecting, and managing catalog records according to national standards and
1320 accepted practices; or providing skilled and customized reference services
- 1321 • Serving as a member or leader of a committee in the Law Library, College of Law, or
1322 University, as well as in a professional association or organization

- 1323 • Attending or presenting as a speaker at a local or regional professional meeting, webinar,
1324 or conferences; publishing book reviews or short articles in professional magazines or
1325 newsletters
1326

1327 c) Promotion from Law Librarian Associate Professor to Law
1328 Librarian Professor

1329 Attainment of Law Librarian Professor status is not simply the next step on the promotion ladder.
1330 It reflects recognition that a law librarian has attained a national reputation for achievement and
1331 standing in the profession as a teacher, librarian, and professionally-engaged colleague. Both the
1332 quantity and quality of the record required for this review should substantially surpass that
1333 required for the rank of Law Librarian Associate Professor.

1334
1335 To qualify for promotion from Law Librarian Associate Professor to Law Librarian Professor,
1336 the law librarian must demonstrate teaching (as defined in Section IV.C.4.b above) which has a
1337 sustained level of competence and effectiveness that is evaluated as excellent with continued
1338 growth in the time period since the last promotion; high quality service (as defined in Section
1339 IV.C.4.c above) to the department, college and/or university, and/or to the professional and
1340 practice community; and high quality research (as defined in Section IV.C.4.d. above), if
1341 performed. The committee may look to [AALL competencies](#) for guidance.

1342

1343 Examples of activities that may be used to qualify for promotion to Law Librarian Professor
1344 include:

1345

- 1346 • Teaching courses in the College of Law or University, including proposing or planning
1347 new courses; creating, selecting, and managing catalog records according to national
1348 standards and accepted practices; or providing skilled and customized reference services
1349 • Serving as a member or leader of a committee in the Law Library, College of Law, or
1350 University, as well as in a professional association or organization; this may also be
1351 demonstrated through librarian-mentorship activities including recruitment to the
1352 profession and supervision of library interns; service on an editorial or advisory board
1353 • Producing scholarly publications such as articles in professional journals, whether or not
1354 peer-reviewed, authoring CALI lessons, book chapters, bibliographies, and serving as an
1355 editor for a newsletter or other publication; presenting as a speaker at a national meeting,
1356 webinar, or conference; taking workshops or courses in professional development
1357

1358 **G. Law Library Committee on Promotion**

1359 1. *Function*

1360 The Law Library Committee on Promotion will review the professional competence and
1361 contributions of the law librarian being considered for promotion. The Committee is responsible
1362 for recommending action regarding promotion to the Associate Dean.

1363 2. *Composition and Eligibility*

1364 The Committee, appointed by the Associate Dean, will be composed of four members: a College
1365 of Law Associate Dean (other than the Associate Dean for Library & Information Services), a
1366 non-library tenure track or non-tenure track College of Law faculty member, and two law
1367 librarians holding rank at or above the current rank of the librarian being considered for
1368 promotion. The Associate Dean will serve ex-officio. If there are not enough librarians holding
1369 rank at or above the current rank of the librarian being considered, then the Associate Dean in
1370 consultation with the Dean of the College of Law will appoint law librarian faculty members to
1371 round out the Committee. If there are not enough qualified law librarian faculty to round out the
1372 committee then committee members will be selected from the College of Law tenure track or
1373 non-tenure track faculty. Only persons who have been employed at Georgia State University
1374 Law Library at least one full year will be eligible to serve on the Committee. Persons serving on
1375 the Committee may not be considered for promotion during their tenure on the Committee. The
1376 Committee will be formed only during a fiscal year in which a law librarian will go up for
1377 promotion.

1378

1379 **H. Procedures Relating to Promotion**

1380

1381 1. *Process*

1382 a) Provision of Notice

1383 In the spring of each academic year (see calendar in Appendix H), law librarians who wish to be
1384 considered for promotion will give the Associate Dean a letter requesting consideration for
1385 promotion. After the Associate Dean appoints the Committee on Promotion, the letters are sent
1386 to the chair of the Committee.

1387 b) Documentation

1388 Documentation demonstrating a candidate’s readiness for promotion may come from any
1389 relevant source. All documentation of a candidate’s readiness for promotion should be organized
1390 into a dossier. A typical dossier includes the following components:

- 1391 a. A letter of application that explains why the candidate believes that
- 1392 he/she is qualified for promotion;
- 1393 b. A curriculum vitae;
- 1394 c. Letters of recommendation, if applicable;

- 1395 d. The candidate's current job description and all evaluations from
1396 the promotion period under consideration, including College of
1397 Law or University teaching evaluations if applicable;
1398 e. Highlights of the candidate's professional experience;
1399 f. A review of the candidate's teaching (as defined in Section
1400 IV.C.4.b above) including job-related products produced such as
1401 original cataloging records, finding aids, instructional handouts,
1402 bibliographies, brochures, electronic products such as web pages
1403 and computer programs, policies drafted, etc.;
- 1404 g. A review of the candidate's service to the Law Library, University,
1405 and the profession (as defined in Section IV.C.4.c above) including
1406 committee activities, internal or external professional service,
1407 workshops or training presented, external evaluations from
1408 workshops or trainings, etc.;
- 1409 h. A review of the candidate's contribution to research (as defined in
1410 Section IV.C.4.d above), if performed, including continuing
1411 education courses, professional organization affiliations,
1412 contributions to research, and other creative activities.
1413

1414 Descriptions of items listed in §f-h above should include the charge of the committee, the goal of
1415 the workshop, the audience or potential impact of the publication, the candidate's role in the
1416 committee, or how the activity is relevant to the Library, University, or the profession.

1417

1418 If the candidate desires, the following may be included:

- 1419 i. Letters of appreciation;
1420 j. Examples of work product.

1421

1422 Candidates may wish to consult with their supervisor and colleagues on the preparation of their
1423 dossier. Dossiers are returned to the candidate after the promotion process is completed.

1424 c) References

1425 Letters of recommendation are required for some promotions and optional for others, as outlined
1426 below. Letters of recommendation are part of the dossier, and it is the responsibility of the
1427 candidate to seek letters of recommendation and include them in the dossier. The letters of
1428 recommendation should address the candidate's teaching, service, and research, (as defined in
1429 Section IV.C.4.d above) to the degree possible. Potential references to request letters of
1430 recommendation from include: co-presenters, co-authors, committee chairs, executive board
1431 members, past supervisors, librarians with similar job responsibilities, or other such colleagues.

1432 (1) Promotion to Law Librarian Assistant Professor

1433 Letters of recommendation are not required at this level.

1434 (2) Promotion to Law Librarian Associate Professor

1435 A minimum of three external letters of recommendation are required. Promotion candidates
1436 should solicit letters from recommenders directly and letters should be sent to the candidate.
1437 Letter writers must state the nature of their relationship with the candidate. The candidate is
1438 responsible for including copies of the letters in the dossier.

1439 (3) Promotion to Law Librarian Professor

1440 A minimum of five external letters of recommendation are required. The letters must be
1441 submitted with the dossier. Promotion candidates should solicit letters from recommenders
1442 directly and letters should be sent to the candidate. Letter writers must state the nature of their
1443 relationship with the candidate. The candidate is responsible for including copies of the letters in
1444 the dossier.

1445 2. *Evaluation of Teaching*

1446 Teaching (as defined in Section IV.C.4.b above) includes instruction in small groups in library
1447 sponsored programs, class visits as guest lecturer, and other similar tasks. The following may be
1448 considered in evaluating a candidate's teaching in the promotion period:

- 1449 • Sample work product, such as original cataloging, research guides, instructional handouts
1450 and bibliographies, brochures, electronic products such as web pages and computer
1451 programs, or other pertinent evidence of job performance
- 1452 • Candidate's statement of teaching goals and methods, student evaluations of teaching, or
1453 any evidence of teaching dedication, effectiveness, or innovation
- 1454 • Supporting documents, such as syllabi, assignments, or workshop or program handouts
- 1455 • Student advisement, teaching load, or creation of new courses
- 1456 • Documentation of instruction, such as handouts, syllabi, or presentation materials

1457
1458 3. *Evaluation of Service*

1459 Evaluation of a candidate's service (as defined in Section IV.C.4.c above) should consider both
1460 internal and external service, with an expectation that a librarian performs an increasing level of
1461 external service as progressing through the ranks. Factors include: the nature and extent of the
1462 service activities, the candidate's engagement in an appropriate level of institutional
1463 responsibility, and the candidate's capacity to assume leadership responsibilities.
1464

1465 To evaluate these factors, the committee will review the candidate's own statement; record of
1466 service including committee activities, workshops presented, publications, etc.; input from the
1467 Associate Dean; any letters of recommendation included in the dossier; and input from chairs of
1468 Law Library, College of Law, or University committees on which the candidate has served
1469 during the promotional period.

1470 4. *Evaluation of Research*

1471 Evaluation of a candidate's research (as defined in Section IV.C.4.c above) should consider the
1472 candidate's demonstrated commitment to professional and continuing education activities.
1473 Further, as a librarian progresses through the ranks, there is a heightened expectation that a
1474 librarian engage in scholarship activities that produce print or electronic publications such as
1475 books, book chapters, journal/magazine/newsletter articles, book reviews, bibliographies, blogs,
1476 CALI lessons, or born-digital publications.

1477 When evaluating these contributions, the committee will consider the candidate's chronological
1478 description of contributions to research and other creative activities, the candidate's
1479 chronological description of professional activities including continuing education courses,
1480 citation frequency reports, input from the Associate Dean, and any letters of recommendation
1481 included in the dossier.

1482 *5. Decision*

1483 The Committee on Promotion, in strict confidence, will review all documentation, vote on all
1484 candidates, and forward written recommendations with supporting evidence to the Associate
1485 Dean. Voting will be by written ballot, and decisions will be determined by majority vote. In the
1486 case of a tie, each side will forward a written recommendation, with supporting evidence, to the
1487 Associate Dean. After the promotion procedures are completed, the chair will destroy all ballots.
1488 If a Committee member resigns or becomes unable to serve for the entire year, the Associate
1489 Dean will appoint a replacement.

1490 It will forward in writing its recommendations, the vote of the Committee, and a paragraph of
1491 justification for each candidate to the Associate Dean. The candidate will receive a copy of the
1492 paragraph of justification outlining the Committee's decision. Candidates have three business
1493 days from receipt of the recommendation in which to submit a written response to the Associate
1494 Dean.

1495 The Associate Dean will review the documentation and notify the candidate in writing of his/her
1496 decision. The candidate will have three business days to submit a written response. The
1497 Associate Dean will also inform the Committee on Promotion of his/her recommendation
1498 regarding each candidate. The Associate Dean will forward the candidate's file to the Dean of
1499 the College of Law for review.

1500 *6. Dean's Review*

1501 Upon receiving a recommendation from the Associate Dean, the Dean will conduct a review of
1502 the candidate's application and make an independent assessment of whether to support the
1503 recommendation. The Dean will forward the candidate's record to the Provost for the next stage
1504 of review for all positive recommendations.

1505 Candidates must receive a written decision and rationale no later than ten business days after the
1506 Dean's decision.

1507

1508 7. *Appeals*

1509 Candidates may appeal a negative recommendation of the Dean to the Provost in the manner
1510 provided by the University’s Promotion Manual for Non-Tenure Track Faculty (Section VII.
1511 Appeals) within ten business days of receipt of the Dean’s decision.

1512 Candidates may appeal to the President a negative recommendation by the Provost or a decision
1513 by the Provost rejecting the candidate’s appeal to the Provost in accordance with the University’s
1514 Promotion Manual for Non-Tenure Track Faculty (Section VII. Appeals).

1515 **VIII. AMENDMENTS**

1516 Revisions or changes to this Non-Tenure Track Faculty Review Manual may be made as follows:

1517 1. *Portions of the Manual Governing Law Librarians*

1518 Any GSU College of Law Librarian can suggest changes to this document. Any revisions must
1519 be approved by at least two thirds of the law librarians and be consistent with the University’s
1520 Promotion Manual for Non-Tenure Track Faculty and Board of Regent’s policies. Substantive
1521 changes also must be reviewed and approved by the Dean of the College of Law and the Provost.

1522 2. *Portions of the Manual Governing Non-Tenure Track Faculty who are not*
1523 *Law Librarians*

1524 Any faculty member can suggest changes to this document. Any revision may be approved at
1525 any meeting of the faculty by a majority present, provided that there is a quorum and that the
1526 proposed revision has been presented to the faculty at least seven days in advance of the meeting
1527 at which it is to be voted upon. All substantive changes must be reviewed and approved by the
1528 Provost.

1529

1530 **APPENDIX A – FACULTY ANNUAL REVIEW SUMMARY REPORT**

1531 **Georgia State University College of Law**

1532 **Faculty Annual Review Summary Report – Tenure-Track Faculty**

1533 (to be submitted by the faculty member to the Dean)

Annual Workload Allocation (T/R/S) (%)	Itemized Points (indicate type A or B)	A Points	B Points	Total Points	Rating (Likert scale 1-5)
T %					
R %					
S %					

1534 Under Itemized Points, include any points carried over from previous years. Do not include
 1535 points to be carried over to subsequent.

1536 Specify here any points to be carried over to subsequent years.

Category & Type of Points to be Carried Over	Academic Year in Which Points were Earned	Number of Unused Points to be Carried Over to Subsequent Years

1537 Request for Annual Workload Allocation for Next Review Period

Annual Workload Allocation (T/R/S) (%)	
T	%
R	%
S	%

1538 Comments:

1539 **APPENDIX B – FACULTY ANNUAL REVIEW QUESTIONNAIRE**

1540 **Georgia State University College of Law**

1541 **Faculty Annual Review Questionnaire**

1542 (to be submitted by the faculty member to the Dean)

1543 Please complete the following self-assessment questionnaire. The purpose of this questionnaire is
1544 to provide you an opportunity to highlight your most significant achievements during current
1545 academic year and to provide qualitative detail regarding those achievements.

1546 1. Summarize your most significant scholarly achievements in during the current academic year,
1547 including completed projects and progress on unfinished projects. Note if any of your research is
1548 supported by external funding. Report any awards you received related to your scholarship.
1549 Describe any aspects of your scholarship that contribute to diversity, equity and inclusion
1550 broadly defined.

1551 2. Summarize your most significant achievements in teaching during the current academic year,
1552 including completed projects and progress on unfinished projects. List all courses that you taught
1553 in 2020 by semester and indicate the credit hours for each one. Report any awards you received
1554 related to your scholarship. Describe any aspects of your scholarship that contribute to diversity,
1555 equity and inclusion broadly defined.

1556 3. Summarize your most significant achievements in service to the College of Law, Georgia
1557 State University, or the legal profession during the current academic year, including completed
1558 projects and progress on unfinished projects. List all your committee assignments and roles.
1559 Report any awards you received related to your teaching. Describe any aspects of your teaching
1560 that contribute to diversity, equity and inclusion broadly defined.

1561 4. Summarize your most significant achievements in student success during the current academic
1562 year, including completed projects and progress on unfinished projects. List all your committee
1563 assignments and roles. Report any awards you received related to your teaching. Describe any
1564 aspects of your teaching that contribute to diversity, equity and inclusion broadly defined.

1565 5. Summarize any additional significant achievements during the current academic year that you
1566 would like to highlight that are not included elsewhere in this assessment. This may include
1567 service to the profession, media appearances, public service, legal practice, advocacy work, etc.
1568 Report any awards you received related to these activities. Describe any aspects of these
1569 activities that contribute to diversity, equity and inclusion broadly defined.

1570 6. Did you provide any consulting related to funded research in the current academic year here at
1571 GSU on projects for which you are not listed as an investigator in Digital Measures? If so, please
1572 list the projects, a brief description of the research, any funding that it has received, and the
1573 approximate number of hours you spent consulting. (Any information about your own funded
1574 research should be discussed in response to Question 1 above.)

1575 7. Did you provide any consulting related to non-funded research in the current academic year
1576 here at GSU? If so, please list the research, a brief description of the research, and the
1577 approximate number of hours you spent consulting.

1578 8. Did you co-teach with any non-College of Law GSU colleagues in the current academic year?
1579 If so, please list the colleagues and courses or events with a brief description and the
1580 approximate number of hours you spent co-teaching.

1581 9. Did you teach non-College of Law GSU students in the current academic year? If so, please
1582 list the courses or events with a brief description and the approximate number of hours you spent
1583 teaching.

1584 10. Were you hired as part of the 2CI initiative or the Next Generation Program? If so, in what
1585 cluster or area of expertise were you hired and in what year?

1586 11. How would you rate your performance in the current academic year? Did you meet all of the
1587 goals that you identified? If not, why not?

1588 12. What are your primary goals in teaching, scholarship, and service for the coming academic
1589 year? Please be specific. What obstacles do you anticipate in achieving those goals? How might
1590 you overcome those obstacles?

1591 13. Would you like to be considered for any College of Law, university, or external awards? A
1592 list of College of Law awards can be found at this [link](#). A list of university awards can be found
1593 at this [link](#). If you would like to be nominated for an award, please provide a summary of
1594 qualifications that could serve as the basis for a nomination and any other information about
1595 yourself or the award that would be helpful.

1596 14. Please select the events below that you attended in the current academic year. (Select all that
1597 apply)

1598 [DATE] [EVENT]

1599 [DATE] [EVENT]

1600 [DATE] [EVENT]

1601 List any additional College of Law or University events that you attended in the current
1602 academic year that are not listed including center events, faculty presentations and admissions
1603 events.

1604 **APPENDIX C – FACULTY ANNUAL REVIEW FORM**

1605 **Georgia State University College of Law**

1606 **Faculty Annual Review**

1607 (to be submitted by the Dean to the Provost)

1608 **Faculty Information**

1609 First Name:

1610 Last Name:

1611 Employee ID:

1612 Job Title:

1613 Rank:

1614 Years in Rank:

1615 **Annual Workload Allocation**

Teaching/Instruction/Student Supervision	%
Research/Scholarly Activities/Creative Activities	%
Service/Administration/Management	%

1616 **Rating Instructions**

1617 In each category, the dean must evaluate performance during the past calendar year on the
1618 following scale:

1619 1 – Does Not Meet Expectations

1620 2 – Needs Improvement

1621 3 – Meets Expectations

1622 4 – Exceeds Expectations

1623 5 – Exemplary

1624 The meaning of each qualifying term is determined by the disciplinary norms and expectations
1625 set by the College of Law for a given faculty job type, rank, and workload allocation.

1626 Noteworthy achievement as referenced in BOR Policy 8.3.7.3 is reflective of a 4 or 5 on the
1627 above Likert Scale. Deficient and unsatisfactory is reflective of a 1 or a 2 on the above Likert
1628 Scale.

1629 When rating the faculty member’s performance in each workload area, the supervisor should
1630 consider pertinent student success activities for that area, as defined by the College of Law.

1631 **Annual Evaluation**

1632 Name of Dean:

1633 Date of Evaluation:

Workload Area	Rating
Teaching/Instruction/Student Supervision	
Research/Scholarly Activities/Creative Activities	
Service/Administration/Management	

1634 Comments:

750 words max

1635

1636 **Overall Assessment**

1637 Below, supervisor should indicate whether the faculty member is making satisfactory progress
1638 toward the next level of review appropriate to the individual’s rank, tenure status and/or career
1639 stage, as applicable. Satisfactory progress is met when an individual earns a minimum rating of
1640 “3 – Meets Expectations” in all three workload areas. If the faculty member receives a rating of
1641 “1 – Does Not Meet Expectations” or “2 – Needs Improvement” in any of the categories, a
1642 Performance Remediation Plan must be completed in section 5 below.

Overall: Is the faculty member making satisfactory progress in all workload categories?	Y/N
---	-----

1643 Comments:

750 words max

1644

1645 **Performance Remediation Plan (PRP)**

1646 If the supervisor rates the faculty member’s performance as “1 – Does Not Meet Expectations”
1647 or 2 – Needs Improvement” in *any* of the performance categories, the supervisor must provide a
1648 performance remediation plan, in consultation with the faculty member. The components of the
1649 PRP must include the following:

- 1650 • clearly defined goals or outcomes,
- 1651 • an outline of activities to be undertaken,
- 1652 • a timetable,
- 1653 • available resources and support,
- 1654 • expectations for improvement, and
- 1655 • a monitoring strategy.

1656 The PRP may be entered in the text box below or uploaded as a Word document (750 words
1657 maximum).

750 words max

1658

1659 **Optional Faculty Written Response**

1660 The faculty member may submit a written response to this evaluation no more than 10 business
1661 days after receiving the evaluation (750 words maximum).

1662

750 words max

1663

1664 **Supervisor Response to Faculty Written Response**

1665 The supervisor’s response to the faculty member’s written response (if any) must be entered
1666 below no more than 10 business days after receiving faculty member’s written response (750
1667 words maximum).

1668

750 words max

1669 **Signatures**

1670 Faculty Member

1671 I certify that I have reviewed this written evaluation.

1672

1673 _____

1674 signature date

1675

1676 Dean

1677 I certify that I have reviewed this written evaluation

1678

1679 _____

1680 signature date

1681

1682 **APPENDIX D-ANNUAL REVIEW METRICS FOR CLINICAL FACULTY**

1683

1684 **B. Metrics for Clinical Faculty**

1685 The below activities have been categorized as A and B points based on the premise that certain
 1686 activities are core to the category (A points) and that the point total required for that category
 1687 should not be satisfied solely by undertaking activities that are viewed as important, but less
 1688 central, to the category (B points).

1689 (* = student success activities)

1690

1691 *1. Teaching/Instruction/Student Supervision*

1692

Type A Points	
classroom instruction	# credits for a course divided by the number of clinical faculty teaching that clinic, not including supervising attorneys = # points
course release for external research funding, administrative appointment, service in externship program, or service as library director	4 points
Type B Points	
student research supervision* (e.g. independent study, law review note)	1 student research supervision = 1 point
heavy student organization supervision* (≥ 30 minutes per week on average)	1 student org. supervision = 2 points
light student organization supervision* (< 30 minutes per week on average)	1 student org. supervision = 1 point

1693

1694 *2. Research/Scholarly Activities/Creative Activities*

1695

1696 publication = print or online, a publication may be counted at any time between the acceptance
 1697 of a complete draft for publication and the publication date.
 1698

Type A Points	
major publication in law review or academic journal (>10K words, including footnotes)	4 points
major publication in peer reviewed journal (new research findings or theory, any length)	3 points
minor publication in law review or academic journal (<10K words, including footnotes, other than new research findings, e.g. symposium introduction, comment on another author's work, law update)	2 points
publication of chapter in academic or professional book, including substantive forward or introduction	4 points
academic or trade press book, multi-year project, substantial progress (monograph or coauthor)	2 points per chapter upon completion of a chapter draft
academic or trade press book, multi-year project, publication (final editing & production)	2 points
academic book, edited collection, editor (editing)	2 points
textbook or treatise or casebook or hornbook (first edition)	6 points
textbook or treatise or casebook or hornbook (new edition or supplement)	4 points
major grant application PI, co-PI, or lead author (>25K, submitted proposal, regardless of funding outcome)	4 points
major grant application non-PI or not lead author (>25K, submitted proposal, regardless of funding outcome)	2 points

minor grant application PI or lead author (<25K, submitted proposal, regardless of funding outcome)	2 points
pro bono writings, principal author (*) (e.g. amicus briefs, policy briefs, memos, etc.) (student success activity if students are involved in drafting)	2 points
online new media series (e.g. production of multi-episode podcast)	2 points
preparatory research, literature review to gain mastery in new field of expertise, and data-gathering and handling activities (must be pre-approved by dean and documented in end-of-year memo, available no more than twice in five years, points do not carry over)	2 points
Type B Points	
publication in professional or popular press (e.g. op-ed, blog post, podcast guest)	1 point
new CLE materials, published educational materials (e.g. CALI quizzes, study aids)	1 point
academic or professional conference presentation	1 point

1699

1700

3. *Service/Administration/Management*

1701

(see Appendix M for examples of high, medium, or low intensity committees)

1702

Type A Points	
high intensity committee	3 points + 1 point for chair
medium intensity committee	2 points + 1 point for chair
low intensity committee	1 point + 1 point for chair
Type B Points	

peer review for retention or promotion (teaching or scholarship, written report)	1 point
peer review for journal	1 point
student advising*	1 point for every 5 students
advisor to student organization*	1 point for each organization
student job placement* (serving as a reference)	1 point for every 5 students
letter of reference*	1 point
student counseling, non-academic*	1 point for every 5 students
certificate program supervision*	1 point
academic or professional organization leadership position	2 points

1703

1704

C. Requirements for Clinical Faculty in their First Year

1705

1706

Clinical faculty have an annual workload allocation of T 50% / R 10% / S 40%. The following rules provide workload flexibility to maximize productivity.

1707

1708

1709

- A faculty member may carry over Type A points for teaching from previous years instead of counting points in the year that they are earned. Under the COL Workload Policy, a typical clinical faculty member must teach a clinic, externship, or equivalent activity in two semesters each academic year. After the first year of service, each clinical faculty member should either teach one additional course during the year or engage in equivalent activity.

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1715

- A faculty member may carry over Type A points for research from previous years instead of counting those points in the year that they are earned.

1716

1717

1718

In calculating a faculty member’s Likert-scale ratings for the categories of teaching, research and scholarship, *individuals must earn the minimum number of A points specified for the category as well as the total number of points specified for the category* as indicated in the following table.

1719

1720

1721

1722

Annual Workload Allocation (T/R/S) (%)	Metrics: minimum A points needed / total points needed (A points + B points)				
	5 Exemplary	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Does Not Meet Expectations
T 80%	4/6	3/4	3/3	2/2	1/1
R 0%	0/2	0/1	0/0	NA	NA
S 20 %	2/3	2/2	1/1	0/1	0/0

1723

1724

D. Requirements for Clinical Faculty in their Second Year and Subsequent Years

1725

1726

Clinical faculty have an annual workload allocation of T 50% / R 10% / S 40%. The following rules provide workload flexibility to maximize productivity.

1727

1728

1729

- A faculty member may carry over Type A points for teaching from previous years instead of counting points in the year that they are earned. Under the COL Workload Policy, a typical clinical faculty member must teach a clinic, externship, or equivalent activity in two semesters each academic year. After the first year of service, each clinical faculty member should either teach one additional course during the year or engage in equivalent activity.
- A faculty member may carry over Type A points for research from previous years instead of counting those points in the year that they are earned.

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1738

In calculating a faculty member's Likert-scale ratings for the categories of teaching, research and scholarship, *individuals must earn the minimum number of A points specified for the category as well as the total number of points specified for the category* as indicated in the following table.

1739

1740

1741

1742

Annual Workload Allocation (T/R/S) (%)	Metrics: minimum A points needed / total points needed (A points + B points)				
	5 Exemplary	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Does Not Meet Expectations
T 60%	8/10	7/8	6/6	5/5	4/4
R 10%	2/4	1/3	0/1	0/0	NA
S 30 %	6/9	5/7	4/5	3/3	2/2

1743

1744

1745

1746 **APPENDIX E-ANNUAL REVIEW METRICS FOR LECTURERS**

1747

1748 **A. Metrics for Lecturers**

1749 The below activities have been categorized as A and B points based on the premise that certain
 1750 activities are core to the category (A points) and that the point total required for that category
 1751 should not be satisfied solely by undertaking activities that are viewed as important, but less
 1752 central, to the category (B points).

1753 * = student success activities

1754

1755 *1. Teaching/Instruction/Student Supervision*

1756

Type A Points	
Teaching Lawyering Foundations course section	6 points per semester
Teaching additional course offering	# credits = # points
Course release for University or COL award or for external research funding	N/A
One-time course release for other reason with dean's approval	3 points
Type B Points	
Development of new College of Law course offering or complete redesign of existing course	# credit hours of new course = # points
Development of new problem materials for Lawyering Foundations course	1 point
Development of instructional module for Lawyering Foundations course	1 point
Development of instructional module or materials for another faculty member's course	1 point
Modification or enhancement of existing College of Law course	1 point
Development and distribution of exercises for Lawyering Foundations course	5 exercises = 1 point
student research supervision* (e.g. independent study, law review note)	1 student research supervision = 1 point
heavy student organization supervision* (≥ 30 minutes per week on average)	1 student org. supervision = 2 points
light student organization supervision* (< 30 minutes per week on average)	1 student org. supervision = 1 point
Guest lecturer in another faculty member's course	1 point

Academic or professional conference presentation in area of teaching specialty	2 points
Hosting academic or professional conference	2 points
Academic or professional conference attendance related to teaching specialty	1 point

1757

1758 2. *Research/Scholarly Activities/Creative Activities*

1759

1760 publication = print or online, a publication may be counted at any time between the acceptance
1761 of a complete draft for publication and the publication date.

Type A Points	
major publication in law review or academic journal (>10K words, including footnotes)	N/A
major publication in peer reviewed journal (new research findings or theory, any length)	N/A
minor publication in law review or academic journal (<10K words, including footnotes, other than new research findings, e.g. symposium introduction, comment on another author's work, law update)	N/A
publication of chapter in academic or professional book, including substantive forward or introduction	N/A
academic or trade press book, multi-year project, substantial progress (monograph or coauthor)	N/A
academic or trade press book, multi-year project, publication (final editing & production)	N/A
academic book, edited collection, editor (editing)	N/A
textbook or treatise or casebook or hornbook (first edition)	N/A
textbook or treatise or casebook or hornbook (new edition or supplement)	N/A
major grant application PI, co-PI, or lead author (>25K, submitted proposal, regardless of funding outcome)	N/A
major grant application non-PI or not lead author (>25K, submitted proposal, regardless of funding outcome)	N/A
minor grant application PI or lead author (<25K, submitted proposal, regardless of funding outcome)	N/A
pro bono writings, principal author (e.g. amicus briefs, policy briefs, memos, etc.)	N/A
online new media series	N/A

(e.g. production of multi-episode podcast)	
preparatory research, literature review to gain mastery in new field of expertise, and data-gathering and handling activities (must be pre-approved by dean and documented in end-of-year memo, available no more than twice in five years, points do not carry over)	N/A
Type B Points	
publication in professional or popular press (e.g. op-ed, blog post, podcast guest)	N/A
new CLE materials, published educational materials (e.g. CALI quizzes, study aids)	N/A

1762

1763 *3. Service/Administration/Management*

1764 (see Appendix M for examples of high, medium, or low intensity committees)

1765

Type A Points	
high intensity committee	3 points + 1 point for chair
medium intensity committee	2 points + 1 point for chair
low intensity committee	1 point + 1 point for chair
academic program administration	2 points
All type A Research activities	points as allocated in tenure track Annual Review document
Type B Points	
peer review for retention or promotion (teaching or scholarship, written report)	1 point per candidate
peer review for journal	1 point
student advising*	1 point for every 5 students
advisor to student organization*	1 point for each organization
student job placement* (serving as a reference)	1 point for every 5 students
letter of reference or recommendation*	1 point
student counseling, non-academic*	1 point for every 5 students
certificate program supervision*	1 point
Board member, committee chair role, or other formal leadership role in a professional association	1 point
pro bono legal work (including legal representation or advisement)	1 point

Completion of Assessments Examining Students' Achievement of COL Learning Outcomes	1 point
Lawyering Foundations Program committee	1 point
All type B Research activities	points as allocated in tenure track Annual Review document

1766

1767

1768 **B. Requirements for Lecturers in their First Year**

1769 Lecturers have an annual workload allocation of T 90% / R 0% / S 10%. The following rules
1770 provide workload flexibility to maximize productivity.

- 1771 • A faculty member may carry over Type A points for teaching from previous years instead
1772 of counting points in the year that they are earned.

1773

1774 In calculating a faculty member's Likert-scale ratings for the categories of teaching, research and
1775 scholarship, *individuals must earn the minimum number of A points specified for the category*
1776 *as well as the total number of points specified for the category* as indicated in the following
1777 table.

1778

Annual Workload Allocation (T/R/S) (%)	Metrics: minimum A points needed (total points needed (A points + B points))				
	5 Exemplary	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Does Not Meet Expectations
T 90%	12(16)	12(14)	12(12)	11(11)	10(10)
R 0%	NA	NA	NA	NA	NA
S 10 %	2(4)	1(2)	0	0	0

1779

1780 **C. Metrics for Lecturers in their Second Year and Subsequent Years**

1781 The below activities have been categorized as A and B points based on the premise that certain
1782 activities are core to the category (A points) and that the point total required for that category
1783 should not be satisfied solely by undertaking activities that are viewed as important, but less
1784 central, to the category (B points).

1785 * = student success activities

1786

1787

1. *Teaching/Instruction/Student Supervision*

1788

Type A Points	
Teaching Lawyering Foundations course section	6 points per semester
Teaching additional course offering	# credits = # points
Course release for University or COL award or for external research funding	N/A
One-time course release for other reason with dean's approval	3 points
Type B Points	
Development of new College of Law course offering or complete redesign of existing course	# credit hours of new course = # points
Development of new problem materials for Lawyering Foundations course	1 point
Development of instructional module for Lawyering Foundations course	1 point
Development of instructional module or materials for another faculty member's course	1 point
Modification or enhancement of existing College of Law course	1 point
Development and distribution of exercises for Lawyering Foundations course	5 exercises = 1 point
student research supervision* (e.g. independent study, law review note)	1 student research supervision = 1 point
heavy student organization supervision* (≥ 30 minutes per week on average)	1 student org. supervision = 2 points
light student organization supervision* (< 30 minutes per week on average)	1 student org. supervision = 1 point
Guest lecturer in another faculty member's course	1 point
Academic or professional conference presentation in area of teaching specialty	2 points
Hosting academic or professional conference	2 points
Academic or professional conference attendance related to teaching specialty	1 point

1789

1790

2. *Research/Scholarly Activities/Creative Activities*

1791

1792

publication = print or online, a publication may be counted at any time between the acceptance of a complete draft for publication and the publication date.

1793

Type A Points	
---------------	--

major publication in law review or academic journal (>10K words, including footnotes)	N/A
major publication in peer reviewed journal (new research findings or theory, any length)	N/A
minor publication in law review or academic journal (<10K words, including footnotes, other than new research findings, e.g. symposium introduction, comment on another author's work, law update)	N/A
publication of chapter in academic or professional book, including substantive forward or introduction	N/A
academic or trade press book, multi-year project, substantial progress (monograph or coauthor)	N/A
academic or trade press book, multi-year project, publication (final editing & production)	N/A
academic book, edited collection, editor (editing)	N/A
textbook or treatise or casebook or hornbook (first edition)	N/A
textbook or treatise or casebook or hornbook (new edition or supplement)	N/A
major grant application PI, co-PI, or lead author (>25K, submitted proposal, regardless of funding outcome)	N/A
major grant application non-PI or not lead author (>25K, submitted proposal, regardless of funding outcome)	N/A
minor grant application PI or lead author (<25K, submitted proposal, regardless of funding outcome)	N/A
pro bono writings, principal author (e.g. amicus briefs, policy briefs, memos, etc.)	N/A
online new media series (e.g. production of multi-episode podcast)	N/A
preparatory research, literature review to gain mastery in new field of expertise, and data-gathering and handling activities (must be pre-approved by dean and documented in end-of-year memo, available no more than twice in five years, points do not carry over)	N/A
Type B Points	
publication in professional or popular press (e.g. op-ed, blog post, podcast guest)	N/A
new CLE materials, published educational materials (e.g. CALI quizzes, study aids)	N/A

1795

3. *Service/Administration/Management*

1796

(see Appendix M for examples of high, medium, or low intensity committees)

1797

Type A Points	
high intensity committee	3 points + 1 point for chair
medium intensity committee	2 points + 1 point for chair
low intensity committee	1 point + 1 point for chair
academic program administration	2 points
All type A Research activities	points as allocated in tenure track Annual Review document
Type B Points	
peer review for retention or promotion (teaching or scholarship, written report)	1 point per candidate
peer review for journal	1 point
student advising*	1 point for every 5 students
advisor to student organization*	1 point for each organization
student job placement* (serving as a reference)	1 point for every 5 students
letter of reference or recommendation*	1 point
student counseling, non-academic*	1 point for every 5 students
certificate program supervision*	1 point
Board member, committee chair role, or other formal leadership role in a professional association	1 point
pro bono legal work (including legal representation or advisement)	1 point
Completion of Assessments Examining Students' Achievement of COL Learning Outcomes	1 point
Lawyering Foundations Program committee	1 point
All type B Research activities	points as allocated in tenure track Annual Review document

1798

1799

D. Requirements for Lecturers in their Second Year and Subsequent Years

1800 Lecturers have an annual workload allocation of T 90% / R 0% / S 10%. The following rules
1801 provide workload flexibility to maximize productivity.

1802 • A faculty member may carry over Type A points for teaching from previous years instead
1803 of counting points in the year that they are earned.

1804 In calculating a faculty member's Likert-scale ratings for the categories of teaching, research
1805 and scholarship, *individuals must earn the minimum number of A points specified for the*
1806 *category as well as the total number of points specified for the category* as indicated in the
1807 following table.

1808

Annual Workload Allocation (T/R/S) (%)	Metrics: minimum A points needed (total points needed (A points + B points))				
	5 Exemplary	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Does Not Meet Expectations
T 90%	12(16)	12(14)	12(12)	11(11)	10(10)
R 0%	NA	NA	NA	NA	NA
S 10 %	3(6)	2(4)	1(2)	0/0	0/0

1809

1810

1811

1812 **APPENDIX F-ANNUAL REVIEW METRICS FOR ACADEMIC**
 1813 **PROFESSIONALS**

1814 **A. Metrics for Academic Professionals**

1815 The below activities have been categorized as A and B points based on the premise that certain
 1816 activities are core to the category (A points) and that the point total required for that category
 1817 should not be satisfied solely by undertaking activities that are viewed as important, but less
 1818 central, to the category (B points).

1819

1820 * = student success activities

1821

1822 *1. Teaching/Instruction/Student Supervision*

1823

Type A Points	
classroom instruction	# credits = # points
Type B Points	
student research supervision* (e.g. independent study, law review note, dissertation or thesis, revision for publication)	1 student research supervision = 1 point
guest lecture for another class or department	1 point per guest lecture
heavy student organization supervision* (≥ 30 minutes per week on average)	1 student org. supervision = 2 points
light student organization supervision* (< 30 minutes per week on average)	1 student org. supervision = 1 point

1824

1825 **Research/Scholarly Activities/Creative Activities**

1826

1827 publication = print or online, a publication may be counted at any time between the acceptance
 1828 of a complete draft for publication and the publication date.

1829

Type A Points	
major publication in law review or academic journal (>10K words, including footnotes)	4 points per publication
major publication in peer reviewed journal (new research findings or theory, any length)	3 points per publication
minor publication in law review or academic journal (<10K words, including footnotes, other than new research findings, e.g. symposium introduction, comment on another author's work, law update)	2 points per publication
publication of chapter in academic or professional book, including substantive forward or introduction	4 points per publication
academic or trade press book, multi-year project, substantial progress (monograph or coauthor)	2 points per chapter upon completion of a chapter draft
academic or trade press book, multi-year project, publication (final editing & production)	2 points per publication
academic book, edited collection, editor (editing)	3 points per publication
textbook or treatise or casebook or hornbook (first edition)	6 points per publication
textbook or treatise or casebook or hornbook (new edition or supplement)	4 points per publication
major grant application PI, co-PI, or lead author (>25K, submitted proposal, regardless of funding outcome)	4 points per grant application
major grant application non-PI or not lead author (>25K, submitted proposal, regardless of funding outcome)	2 points per grant application
minor grant application PI or lead author (<25K, submitted proposal, regardless of funding outcome)	2 points per grant application
minor grant application non-PI or not lead author	1 point per grant application

(<25K, submitted proposal, regardless of funding outcome)	
pro bono writings, principal author (*) (e.g. amicus briefs, policy briefs, memos, etc.) (student success activity if students are involved in drafting)	2 points per writing
online new media series (e.g. production of multi-episode podcast)	2 points per production
preparatory research, literature review to gain mastery in new field of expertise, and data-gathering and handling activities (must be pre-approved by dean and documented in end-of-year memo, available no more than twice in five years, points do not carry over)	2 points per project
development of tools or practical resources for translation or dissemination of research or legal information	2 points per resource
high intensity qualitative or quantitative faculty research support	4 points
Type B Points	
publication in professional or popular press (e.g. op-ed, blog post, podcast guest)	1 point per publication
media quotes or appearances	1 point per 5 media quotes or appearances
new CLE materials, published educational materials (e.g. CALI lessons, study aids)	1 point per material
academic or professional conference presentation or moderating	1 point per presentation

1830

1831

1832 2. *Service/Administration/Management*

1833 (see Appendix M for examples of high, medium, or low intensity committees)

1834

1835

Type A Points	
center/initiative/program management (administration/finances/communications, etc.)	4 points
high intensity committee (COL, GSU, or USG)	3 points + 1 point for chair
medium intensity committee (COL, GSU, or USG)	2 points + 1 point for chair
low intensity committee (COL, GSU, or USG)	1 point + 1 point for chair
conference/symposium/event/workshop/training development	1 point per event under four hours, 2 points per 4-8 hour event, 3 points per multi-day event
certificate or dual degree program management*	2 points per program
journal management (*) (student success activity if it involves student editors)	2 points per journal issue
Type B Points	
peer review for retention or promotion (teaching or scholarship, written report)	1 point per review
peer review for journal or non-profit research organization (Pew Trusts, Vera Institute, etc.)	1 point per review
recruitment for admissions* (meeting with prospective students, attending admissions events, coordinating with Admissions, etc.)	2 points per event, 1 point for every 5 student meetings
student advising*	1 point for every 5 students
heavy student organization supervision* (≥ 30 minutes per week on average)	1 student org. supervision = 2 points
light student organization supervision* (< 30 minutes per week on average)	1 student org. supervision = 1 point
advisor for moot court competition	1 point

student job placement* (letter of reference, communicating job opportunities, coordinating with Professional Development)	1 point for sharing jobs (not per job), 1 pt for every 3 reference letters, 1 pt each for each career panel or other networking activity
student counseling, non-academic*	1 point for every 5 students
university program assessment and evaluation report	2 points per report
academic or professional organization leadership position	2 points per position
grant administration (≥ 5 hours per semester)	2 points per grant
participation on hiring committees for faculty or staff	1 point per committee
attendance and participation at key events (Miller lecture, orientation, honors day awards, graduation, Ben Johnson, etc.)	1 point per 3 events
participation on NGO or government advisory council or board or leadership role in a professional association	1 point per role
pro bono legal work (including legal representation or advisement)	1 point per 8 hours pro bono legal work

1837

1838 **B. Requirements for Academic Professionals**

1839

1840 Academic professionals have an annual workload allocation of T 0% / R 0% / S 100%. The
1841 following rules provide workload flexibility to maximize productivity.

1842

- 1843 • A faculty member may carry over Type A points for research from previous years instead
1844 of counting those points in the year that they are earned.
- 1845 • Academic professionals may earn points for any type of work included in other rubrics,
1846 in accordance with the responsibilities of their positions.
- 1847 • Academic professional appointed at less than 100% FTE shall be evaluated accordingly,
1848 with a proportional reduction in minimum requirements.

1849

1850 In calculating a faculty member's Likert-scale ratings for the categories of teaching, research and
1851 scholarship, *individuals must earn the minimum number of A points specified for the category*

1852 *as well as the total number of points specified for the category* as indicated in the following
1853 table.

1854

Annual Workload Allocation (T/R/S) (%)	Metrics: minimum A points needed (total points needed (A points + B points))				
	5 Exemplary	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Does Not Meet Expectations
T 0%	2(4)	1(2)	NA	NA	NA
R 0%	1(3)	0(1)	NA	NA	NA
S 100 %	12(16)	8(14)	6(12)	4(11)	2(10)

1855

1856

1857 **IX. APPENDIX G-ANNUAL REVIEW METRICS FOR LAW LIBRARIAN**
 1858 **FACULTY**

1860 **A. Metrics for Law Librarian Faculty**

1861 The below activities have been categorized as A and B points based on the premise that certain
 1862 activities are core to the category (A points) and that the point total required for that category
 1863 should not be satisfied solely by undertaking activities that are viewed as important, but less
 1864 central, to the category (B points).

1865

1866 * = student success activities

1867

1868 *1. Teaching/Instruction/Student Supervision*

1869

Type A Points	
full-time professional librarianship*	4 points per semester (including summer semester)
professional librarianship while also teaching course(s) for credit	3 points per semester (including summer semester)
instruction – course*	# credits = # points
instruction – guest lecture*	3 guest lectures = 1 point
library programming instruction,* includes instructional and outreach programs	3 programs = 1 point
Supervision of other professionals and staff	1 point for supervision (total FTE supervised = total points, if total is a fraction, round up)
Supervision of GRAs* or student assistants*	1 point per 2 GRA appointments in academic year; 1 point per 1 FTE student assistants
New course proposal and preparation	1 point per
Significant course revision	1 point per
Higher system implementation, administration, or migration	2 points per
Lower system implementation, administration, or migration	1 point per

Type B Points	
student research supervision* (e.g. independent study, law review note)	1 student research supervision = 1 point
Student research support* (e.g. individual training/guidance for faculty GRAs, extended student research appointments of 30-60 minutes on average)	5 meeting per point
heavy student organization supervision* (≥ 30 minutes per week on average)	1 student org. supervision = 2 points
light student organization supervision* (< 30 minutes per week on average)	1 student org. supervision = 1 point
Current awareness activities and trainings, includes vendor trainings for existing resources, product demonstrations, etc.	3 activities = 1 point

1870

1871

2. *Research/Scholarly Activities/Creative Activities*

1872

1873

publication = print or online, a publication may be counted at any time between the acceptance of a complete draft for publication and the publication date.

1874

1875

Type A Points	
major publication in law review or academic journal (>10K words, including footnotes)	4 points
major publication in peer reviewed journal (new research findings or theory, including annotated bibliography, any length)	3 points
minor publication in law review or academic journal (<10K words, including footnotes, other than new research findings, e.g. symposium introduction, comment on another author's work, law update, annotated bibliography)	2 points

publication of chapter in academic or professional book, including substantive forward, introduction, or annotated bibliography	4 points
academic or trade press book, multi-year project, substantial progress (monograph or coauthor)	2 points per chapter upon completion of a chapter draft
academic or trade press book, multi-year project, publication (final editing & production)	2 points
academic book, edited collection, editor (editing)	2 points
textbook or treatise or casebook or hornbook (first edition)	6 points
textbook or treatise or casebook or hornbook (new edition or supplement)	4 points
Teacher's manual for textbook or treatise or casebook	4 points
book or database review	2 points
academic or professional presentation, includes conferences, webinars, and other scheduled programs	2 points
major grant application PI, co-PI, or lead author (>25K, submitted proposal, regardless of funding outcome)	4 points
major grant application non-PI or not lead author (>25K, submitted proposal, regardless of funding outcome)	2 points
minor grant application PI or lead author (<25K, submitted proposal, regardless of funding outcome)	2 points
pro bono writings, principal author (*) (e.g. amicus briefs, policy briefs, memos, etc.) (student success activity if students are involved in drafting)	2 points
online new media series	2 points

(e.g. production of multi-episode podcast)	
preparatory research, literature review to gain mastery in new field of expertise, and data-gathering and handling activities (must be pre-approved by dean and documented in end-of-year memo, available no more than twice in five years, points do not carry over)	2 points
Type B Points	
newsletter editor	1 point per issue
publication in professional or popular press (e.g. op-ed, blog post, podcast guest)	1 point
new CLE materials, published educational materials (e.g. CALI lessons, teaching materials)	2 points
academic or professional conference presentation	2 points
Academic or professional roundtable facilitation	1 point
Editorial or advisory board membership	1 point per meeting or issue

1876

1877

1878 3. *Service/Administration/Management*

1879 (see Appendix M for examples of high, medium, or low intensity committees)

1880

Type A Points	
high intensity committee	3 points + 1 point for chair
medium intensity committee	2 points + 1 point for chair
low intensity committee	1 point + 1 point for chair
supervising interns, students,* other	1 point per supervisee per year
conference management	2 points

journal management (*) (student success activity if it involves student editors)	2 points
event management, includes planning	1 point
certificate program management*	2 points
External high intensity committee	3 points + 1 point for chair
External medium intensity committee	2 points + 1 point for chair
External low intensity committee	1 point + 1 point for chair
Type B Points	
peer review for retention or promotion (teaching or scholarship, written report)	1 point
peer review for journal	1 point
student advising*	1 point for every 5 students
advisor to student organization*	1 point for each organization
student job placement* (serving as a reference, communicating job opportunities, coordinating with professional development)	1 point for sharing jobs (not per job), 1 point for every 3 reference letters, 1 point for each career panel or other networking activity
letter of reference*	1 point
student counseling, non-academic*	1 point for every 5 students
academic or professional organization leadership position, heavy (\geq 1hour per week)	4 points per semester
academic or professional organization leadership position, light ($<$ 1hour per week)	2 points per semester
grant administration (\geq 5 hours per semester)	2 points
Benching moot court*	1 point
attendance and participation at key events (e.g. Miller Lecture, orientation, honors day awards, graduation, Ben Johnson, etc.)	1 point for every 3 events

1881

1882 **B. Requirements for Law Librarian Faculty in their First Year**

1883 Library faculty in their first year have an annual workload allocation of T 100% / R 0% / S 0%.

1884 The following rules provide workload flexibility to maximize productivity.

- 1885 • A faculty member may carry over Type A points for teaching from previous years instead
- 1886 of counting points in the year that they are earned.
- 1887 • A faculty member may carry over Type A points for research from previous years instead
- 1888 of counting those points in the year that they are earned.
- 1889 • A faculty member who takes a leave of absence or has an extended absence will have
- 1890 their workload allocation adjusted accordingly.

1891

1892 In calculating a faculty member’s Likert-scale ratings for the categories of teaching, research and
1893 scholarship, *individuals must earn the minimum number of A points specified for the category*
1894 *as well as the total number of points specified for the category* as indicated in the following
1895 table.

Annual Workload Allocation (T/R/S) (%)	Metrics: minimum A points needed (total points needed (A points + B points))				
	5 Exemplary	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Does Not Meet Expectations
T 100%	12(14)	12(13)	12(12)	11(11)	10(10)
R 0%	0(2)	0(1)	NA	NA	NA
S 0 %	1(2)	0(1)	NA	NA	NA

1896

1897 **C. Requirements for Law Librarian Faculty in their Second Year and**
1898 **Subsequent Years**

1899 **Requirements**

1900 Library faculty have a typical annual workload allocation of T 80% / R 0% / S 20%. The
1901 following rules provide workload flexibility to maximize productivity. Library faculty may
1902 adjust their workload by agreement with the Associate Dean for Library and Information
1903 Services.

- 1904 • A faculty member may carry over Type A points for teaching from previous years instead
- 1905 of counting points in the year that they are earned.
- 1906 • A faculty member may carry over Type A points for research from previous years instead
- 1907 of counting those points in the year that they are earned.
- 1908 • A faculty member who takes a leave of absence or has an extended absence will have
- 1909 their workload allocation adjusted accordingly.

1910

1911 In calculating a faculty member's Likert-scale ratings for the categories of teaching, research and
 1912 scholarship, *individuals must earn the minimum number of A points specified for the category*
 1913 *as well as the total number of points specified for the category* as indicated in the following
 1914 table.

Annual Workload Allocation (T/R/S) (%)	Metrics: minimum A points needed (total points needed (A points + B points))				
	5 Exemplary	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Does Not Meet Expectations
T 80%	13(16)	12(14)	12(12)	11(11)	10(10)
R 0%	0(2)	0(1)	NA	NA	NA
S 20 %	3(4)	2(4)	2(2)	1(1)	0
T 50%	11(13)	10(11)	9(9)	8(8)	7(7)
R 30%	4(6)	3(4)	2(2)	1(1)	0
S 20%	3(4)	2(4)	2(2)	1(1)	0
T 60%	12(14)	11(13)	11(11)	10(10)	9(9)
R 0%	0(2)	0(1)	NA	NA	NA
S 40%	6(8)	4(8)	4(4)	2(2)	1(1)

1915
 1916
 1917

1918 **APPENDIX H-CALENDAR FOR PROMOTION REVIEW WITHIN THE COLLEGE**

1919

1920 **A. Clinical Faculty**

1921 The timeline identified below is intended as a general guide only. The specific dates for
1922 promotion in any given year will be governed by the schedule issued by the Office of the
1923 Provost.

1924 *March-April:* Associate Dean for Research and Faculty Development holds meeting
1925 regarding promotion policies for all interested faculty members. Co-chairs of the
1926 Promotion Committee notify faculty members who are eligible to apply for promotion in
1927 the following academic year and seek confirmation of whether they intend to move
1928 forward with their application.

1929 *April:* Candidates intending to apply for promotion in the upcoming academic year notify
1930 the Co-Chairs of their plans to do so.

1931 *April/May:* Co-chairs meet with each of these faculty candidates to review the evaluation
1932 process and the materials that must be included in a candidate dossier. Co-chairs will
1933 solicit names of potential external reviewers from each candidate.

1934 *May:* Co-chairs will provide to the Dean a list of the names of all external reviewers who
1935 will be asked to provide evaluations of the candidate.

1936 *May/June:* External reviewers will be solicited and confirmed by co-chairs. Reviewers
1937 will be asked to submit their written evaluations no later than September 15.

1938 *Early September:* All external and internal reviews should be completed in in the
1939 dossier.

1940 *Early September:* Candidates' written statements in support of their application for
1941 promotion are due.

1942 *Second Week in September:* Candidate dossiers should be completed and made available
1943 to the Subcommittee.

1944 *Second Week in September – Second Week in October:* The subcommittee should review
1945 the clinical candidate's application and formulate its recommendation and written report.

1946 *Third week in October:* The Subcommittee will provide clinical candidates with copies of
1947 its report within three business days. Candidates will have three business days to submit
1948 a written response.

1949 *Late October/early November:* Completed candidate dossiers made available to full
1950 Promotion Committee

1951 *November:* Full Promotion Committee meeting to discuss and vote on the candidates for
1952 promotion and reappointment. Candidates notified of Committee recommendations
1953 within three business days. Candidates will have three business days to submit a written
1954 response.

1955 *March:* Dean completes written review of each candidate's application and notifies the
1956 candidates. The Dean will forward all recommendations to the Provost for further review
1957 in accordance with timeline issued by her office.

1958 **B. Lecturers and Academic Professionals**

1959 The timeline identified below is intended as a general guide only. The specific dates for
1960 promotion in any given year will be governed by the schedule issued by the Office of the
1961 Provost.

1962 *March-April:* Associate Dean for Research and Faculty Development holds meeting
1963 regarding promotion policies for all interested faculty members. The Co-Chairs of the
1964 Promotion Committee notify Lecturers and/or Academic Professionals who are eligible to
1965 apply for promotion in the following academic year and seek confirmation of whether
1966 they intend to move forward with their application.

1967 *April:* Lecturers intending to apply for promotion in the upcoming academic year notify
1968 the Co-Chairs and Director of Lawyering Foundations or, in the case of a Lecturer who is
1969 not teaching in the Lawyering Foundations Program, the Director of the program in
1970 which the Lecturer teaches of their plans to do so. Academic Professionals intending to
1971 apply for promotion in the upcoming academic year notify the Co-Chairs and their
1972 faculty supervisors of their plans to do so.

1973 *April/May:* Co-chairs meet with each of these faculty candidates to review the evaluation
1974 process and the materials that must be included in a candidate dossier.

1975 *Early September:* Candidates' written statements in support of their application for
1976 promotion are due.

1977 *Second Week in September:* Candidate dossiers should be completed and made available
1978 to the Subcommittee.

1979 *Second Week in September – Second Week in October:* The subcommittee should review
1980 the candidate's application and formulate its recommendation and written report.

1981 *Third week in October:* The Subcommittee will provide candidates with copies of its
1982 report within three business days. Candidates will have three business days to submit a
1983 written response.

1984 *Late October/early November:* Completed candidate dossiers made available to full
1985 Promotion Committee

1986 *November:* Full Promotion Committee meeting to discuss and vote on the candidates for
1987 promotion and reappointment. Candidates notified of Committee recommendations
1988 within three business days. Candidates will have three business days to submit a written
1989 response.

1990 *March:* Dean completes written review of each candidate's application and notifies the
1991 candidates. The Dean will forward all positive recommendations to the Provost for
1992 further review in accordance with the timeline issued by her office.

1993 **C. Law Librarian Faculty**

1994 Calendar for Promotion Review Within the College

1995 The timeline identified below is intended as a general guide only. The specific
1996 dates for promotion in any given year will be governed by the schedule issued by
1997 the Office of the Provost.

1998

1999 *March-April:* Associate Dean holds meeting regarding promotion policies for all
2000 interested law library faculty members.

2001

2002 *April:* Candidates intending to apply for promotion in the upcoming academic
2003 year notify the Associate Dean of their plans to do so.

2004

2005 *Early October:* Candidates' written statements, dossier, and references (if
2006 applicable) in support of their application for promotion are due. Committee for
2007 Promotion is appointed.

2008

2009 *Late October/early November:* Promotion Committee meeting to discuss and
2010 vote on the candidates for promotion. Candidates and Associate Dean notified of
2011 Committee recommendations within three business days. Candidates will have
2012 three business days to submit a written response.

2013

2014 *Late November/early December:* Candidate notified of the Associate Dean's
2015 recommendation. Candidate will have three business days from the date of
2016 notification to submit a written response.

2017

2018 March: Dean completes written review of each candidate's application, notifies the candidates,
2019 and forwards all recommendations to the Provost for further review.
2020

2021 **APPENDIX I-Guidelines for Structured Reviews of Clinical Faculty**

2022 **A. Guidelines for Structured Reviews of Clinical Faculty During the**
2023 **Probationary Period**

2024 *1. Time of Review:*

2025 Each clinical faculty member will be reviewed in the Spring Semester of the faculty member's
2026 third academic year at the College of Law. This review will coincide with the annual spring
2027 reappointment process. In the case of persons with prior teaching credit at other institutions, the
2028 structured review will occur in the spring semester one full year prior to the first year in which
2029 they would first be eligible to seek promotion. A clinical faculty member hired with three years
2030 of probationary credit may waive this review with written approval of the Dean.

2031 *2. Reviewing Committee:*

2032 The Clinical Reviewing Committee shall be comprised of the Chairs of the Promotion
2033 Committee and two clinical faculty members (where possible) at the Clinical Associate Professor
2034 or Clinical Professor levels.

2035 *3. Purpose of Review:*

2036 The review will provide each clinical faculty member with a clear idea of how adequately he or
2037 she is progressing toward successfully achieving promotion and an award of a presumptively
2038 renewable annual contract. The review should identify strengths and accomplishments and
2039 pinpoint areas in need of improvement.

2040 *4. Scope of Review:*

2041 The Clinical Reviewing Committee will review the annual reports submitted by the faculty
2042 member to the Dean for the years in question and report on the faculty member's progress in the
2043 areas of teaching, research, and service. The Committee will also review both the student
2044 evaluations and the annual faculty teaching evaluations of the clinical faculty candidate. No
2045 additional class visitation will be necessary for the structured review. The Committee will also
2046 consider internal faculty evaluations of the candidate's research as assigned by the Clinical
2047 Reviewing Committee, as well as any external letters that are available; provided that no external
2048 evaluation shall be required. The Committee will also interview the faculty member in order to
2049 gain information as to the faculty member's achievements and goals.

2050 *5. Report of the Committee:*

2051 The reports generated for all clinical faculty members under review from year to year will be
2052 uniform and in substantially the format which follows. The Clinical Reviewing Committee is to
2053 compile the report after the discussion at the Promotion Committee meeting. The report will be
2054 based on the review of annual reports (copies of which should be appended to the Clinical
2055 Reviewing Committee Report), faculty teaching evaluations, research reviews, the Promotion
2056 Committee discussion and the interview with the clinical faculty member. The clinical faculty

2057 member will be given a copy of the draft report and be given the opportunity to suggest additions
2058 or corrections to the report. However, the content of the final report remains within the sole
2059 discretion of the Clinical Reviewing Committee.

2060 **The form of the report shall be as follows:**

2061 1. Overview of the Review Period: Listing of the faculty member's activities for each semester
2062 (including summer semesters) during the period, limited to: full-time teaching at GSU College of
2063 Law; full-time teaching at another institution; research leaves (including whether paid or
2064 unpaid); reduced or expanded teaching loads; summer grants and summer teaching.

2065 2. Evaluations of Teaching:

- 2066 ➤ Listing of courses taught by the faculty member in the College of Law for the
2067 review period, including the approximate number of students enrolled in each
2068 course and any independent study courses supervised by the faculty member.
- 2069 ➤ Brief description of any courses that were redesigned or developed by the faculty
2070 during the review period.
- 2071 ➤ Brief description of teaching at any other institution or any other College within the
2072 University.
- 2073 ➤ Listing of any teaching awards or other recognition for teaching.
- 2074 ➤ Student course evaluations.
- 2075 ➤ Other evidence of teaching effectiveness.

2076
2077 3. Research: a list of significant participation in symposia and conferences; formal presentations;
2078 practice-focused and professionally oriented writing; engagement with academic and
2079 professional audiences; leadership roles in the profession and on professional committees; and
2080 research on pedagogy, the scholarship of teaching and learning, law practice, substantive law or
2081 clinical practice, and/or other forms of research.

2082 4. University Service: at the College or University levels including committees, task forces,
2083 advising student organizations, etc.

2084 5. Professional Service: participation in professional or academic meetings, conferences and
2085 workshops; advisory or drafting roles for public officials or entities, professional association
2086 participation and/or leadership roles, etc.

2087 6. Public and Community Service: including appointed or elective office, leadership roles in
2088 community organizations, etc.

2089 7. Grants and/or Fellowships Awarded

2090 8. Awards and Honors

2091 9. Other Evidence of Achievements

2092 10. Clinical Reviewing Committee Evaluation: the evaluation should discuss the clinical faculty
2093 member's progress toward promotion or an award of a presumptively renewable annual contract,
2094 including strengths and achievements and suggestions as to areas of improvement for the faculty
2095 member. The suggestions for improvement should identify areas in which a clinical faculty
2096 member can improve performance in pursuit of promotion or an award of a presumptively
2097 renewable contract and reach their full potential as a faculty member of the University.

2098 11. Current vita of clinical faculty member; copies of faculty member's annual reports for the
2099 review period; and copies of evaluations of classroom teaching based on annual class visitations
2100 that are conducted by other faculty members for the annual reappointment process.

2101 *6. Faculty Discussion of Report*

2102 Following the Clinical Reviewing Committee's completion of the third year evaluation, the
2103 Committee shall make it available for review and discussion by the tenured faculty and clinical
2104 faculty members of a rank higher than the clinical faculty candidate. This review and discussion
2105 shall take place at the spring Promotion Committee meeting in the year of the review after a vote
2106 on renewal of the candidate's teaching contract.

2107 *7. Role of Faculty Member:*

2108 In addition to the clinical faculty member's consultative role in the review process, if the faculty
2109 member disagrees with any portion of the Committee report or the Dean's review, he or she may
2110 submit a written response which will be attached to the report and made a part thereof. The
2111 faculty member is to be given fifteen business days to prepare the response prior to submission
2112 of the report to the Dean and prior to the submission of the Dean's review.

2113 *8. Role of the Dean:*

2114 The Dean is to provide promptly a written review of the Clinical Reviewing Committee report,
2115 copies of which are to be submitted to the Committee and the clinical faculty member.

2116 **B. Guidelines for Structured Review of Clinical Faculty with a Presumptively**
2117 **Renewable Annual Contract.**

2118 *1. Time of Review:*

2119 Each clinical member of the faculty will be reviewed in the spring semester of the fifth
2120 anniversary of the academic year in which the faculty member's most recent promotion or award
2121 of a presumptively renewable contract became effective. Subsequent reviews will occur on every
2122 fifth anniversary of the first review unless interrupted by a further review for promotion or leave
2123 of absence.

2124 *2. Reviewing Committee:*

2125 The review will be conducted by committee of three Full Professors. Two Full Professors will be
2126 elected by the full Promotion Committee each spring to serve on the review committee for all

2127 five-year structured reviews scheduled for the upcoming academic year. The third member of
2128 each reviewing committee will be appointed by the individual faculty member who is being
2129 reviewed. No faculty member who has been the subject of a five-year structured review within
2130 the previous two years shall serve on a Committee to conduct a review of any member of the
2131 Committee which reviewed such faculty member.

2132 3. *Purposes:*

2133 There are two purposes to the five-year review of clinical faculty: first, to assess and summarize
2134 the faculty member's contributions and achievements since his or her last review; and second, to
2135 assist the faculty member in creating a statement of professional goals for the next five years.
2136 The review is intended to assist faculty members with identifying opportunities that will enable
2137 them to reach their full potential for contribution to the University and College of Law.

2138 4. *Review Process:*

2139 The review period will cover the years since the faculty member's last review or, in case of initial
2140 reviews, the years since the last promotion decision regarding the faculty member. There are six
2141 stages to the review:

2142 1. Summary of Review Period: The faculty member will prepare a report listing:

2143 ➤ Teaching:

- 2144 • semester by semester, the courses taught by the faculty member during the
2145 review period, including courses taught at other institutions;
- 2146
- 2147 • Listing of courses taught by the faculty member in the College of Law for the
2148 review period, including the approximate number of students enrolled in each
2149 course and any independent study courses supervised by the faculty member.
- 2150
- 2151 • Brief description of any courses that were redesigned or developed by the
2152 faculty during the review period.
- 2153
- 2154 • Brief description of teaching at any other institution or any other College within
2155 the University.
- 2156
- 2157 • Listing of any teaching awards or other recognition for teaching.
- 2158
- 2159 • Student course evaluations;
- 2160
- 2161 • Other evidence of teaching effectiveness and/or growth in the classroom.
- 2162

2163 ➤ any paid or unpaid leaves of absence for research or other purposes;

- 2164
- 2165 ➤ research activities completed by the faculty member or in progress during the
- 2166 review period;
- 2167
- 2168 ➤ committee and other administrative assignments in the College of Law and service
- 2169 at the University or professional level;
- 2170
- 2171 ➤ any awards or grants, including summer research grants, received;
- 2172
- 2173 ➤ a summary of the faculty member's contributions to professional organizations and
- 2174 public service;
- 2175
- 2176 ➤ a draft of the faculty member's professional plans for the next five years; and
- 2177 ➤ any other information the faculty member deems relevant to the review period.
- 2178

2179 5. *Report of the Committee*

2180 Using the clinical faculty member's report as well as other sources of information, the

2181 Committee will compile its own report.

2182

2183 **The form of the report shall be as follows:**

2184

2185 a. Overview of the Review Period: Listing of the faculty member's activities for each

2186 semester (including summer semesters) during the period, limited to: full-time teaching

2187 at GSU College of Law; full-time teaching at another institution; research leaves

2188 (including whether paid or unpaid); reduced or expanded teaching loads; summer grants

2189 and summer teaching.

2190

2191 b. Evaluation of Teaching:

2192

2193 The College of Law is dedicated to maintaining the highest levels of classroom

2194 performance and teaching standards. Apart from any review process, faculty members

2195 are encouraged to continually improve their teaching through ongoing, long term

2196 collaboration with other faculty and responsiveness to student comments.

2197 In evaluating teaching proficiency, the Committee shall consult, in addition to the

2198 candidate's report:

2199 The Faculty, particularly those teaching related courses or upper division courses for

2200 which the reviewed faculty member teaches prerequisites;

2201

2202 The Dean and Associate Dean concerning any complaints or reports they may have
2203 received from students and alumni;

2204

2205 Any earlier written reports of classroom visitations;

2206

2207 Course syllabi;

2208

2209 Students enrolled in the faculty member's course(s);

2210

2211 Student evaluation forms; and

2212

2213 Any other evidence reflective of teaching proficiency.

2214

2215 c. Research: a list of significant participation in symposia and conferences; formal
2216 presentations; practice-focused and professionally oriented writing; interactive engagement
2217 with academic and professional audiences; leadership roles in the profession and on
2218 professional committees; research on pedagogy, the scholarship of teaching and learning, law
2219 practice, substantive law or clinical practice; and any other relevant activities.

2220 d. University Service: at the College or University levels including committees, task forces,
2221 advising student organizations, etc.

2222 e. Professional Service: participation in professional or academic meetings, conferences and
2223 workshops; advisory or drafting roles for public officials or entities, professional association
2224 participation and/or leadership roles, etc.

2225 f. Public and Community Service: including appointive or elective office, leadership roles in
2226 community organizations, etc.

2227 g. Grants and/or Fellowships Awarded

2228 h. Awards and Honors

2229 i. Other Evidence of Achievements

2230 j. Committee Evaluation: Evaluation by the Committee discussing a faculty member's
2231 strengths and achievements and suggestions as to areas of improvement for the faculty
2232 member.

2233 If the Committee believes there may be a teaching problem, at least two members of the
2234 Committee shall visit the faculty member's classes. The Committee shall review any
2235 potential problems with the faculty member and identify how to address such problems.

2236

2237 k. Current vita of faculty member; copies of faculty member's annual reports for the review
2238 period; and copies of any evaluations of classroom teaching.

2239

2240 6. *Faculty Member's Report:*

2241 Within ten business days of receiving a copy of the Committee's Summary of the Review Period,
2242 the faculty member shall submit a report to the Committee including: any corrections or
2243 additions to the Committee's report. The Committee shall incorporate any additional relevant
2244 information provided by the clinical faculty member in its Summary of the Review Period.

2245 7. *Meeting:*

2246 The Committee shall meet with the clinical faculty member to discuss the report and the faculty
2247 member's plans for the next five years. The Committee should share their general assessment of
2248 the clinical faculty member's contributions in the areas of teaching, research, and service and the
2249 clinical faculty member's five-year plan.

2250 8. *Faculty Member's Professional Plan:*

2251 Within one week after meeting with the Committee, the clinical faculty member will send the
2252 Committee a final statement of his or her professional plan for the next five years. The statement
2253 should cover current projects and responsibilities and whether the faculty member plans to
2254 continue them, as well as new projects and specific research, teaching, and service goals for the
2255 next five years. The clinical faculty member's plan also should address any deficiencies in
2256 research, teaching, or service that were raised by the Committee. If the Committee identified
2257 significant deficiencies in teaching, the clinical faculty member will include in his or her five-
2258 year plan a specific course of action for addressing the identified deficiencies.

2259 9. *Committee Report to the Dean:*

2260 The Committee shall send to the Dean its Summary of the Review Period and the clinical faculty
2261 member's five-year professional plan.

2262 For each clinical faculty member, the Committee shall prepare a written review summarizing the
2263 strengths and accomplishments or weaknesses and plans for improvement in teaching,
2264 scholarship and service. The Committee may incorporate relevant sections of the Summary of
2265 Review Period and the clinical faculty member's professional plan where relevant to its
2266 summary.

2267 10. *Role of the Dean:*

2268 The Dean is to provide promptly a written review of the Committee report, copies of which are
2269 to be submitted to the Committee and the faculty member.

2270 11. *Role of Faculty Member:*

2271 In addition to the clinical faculty member's consultative role in the review process, if the faculty
2272 member disagrees with any portion of the Committee report or the Dean's review, he or she may
2273 submit a written response which will be attached to the report and made a part thereof. The
2274 clinical faculty member is to be given ten business days to prepare the response prior to
2275 submission of the report to the Dean and prior to the submission of the Dean's review and the
2276 Committee report to the Provost.

2277 *12. Impact of Review*

2278 1. The results of the review will be linked to rewards and professional development. Clinical
2279 faculty members who are performing at a high level should receive recognition for their
2280 achievements. This may include merit pay increases, and study and research leave opportunities.

2281 2. When a clinical faculty member's review reflects that he or she has not met or maintained the
2282 standards of teaching, research, and service expected of that rank of professor, the Dean will
2283 work with the clinical faculty member to create a formal plan for faculty development that
2284 identifies clearly defined goals and outcomes, an outline of activities to be undertaken,
2285 timetables, and an agreed-upon monitoring strategy. This procedure will be conducted pursuant
2286 to Section IV.F.4 of this document.

2287

2288 **APPENDIX J-Guidelines for Structured Reviews of Lecturers and Academic**
2289 **Professionals**

2290

2291 **A. Guidelines for Third-Year Structured Reviews of Lecturers and Academic**
2292 **Professionals**

2293 *1. Time of Review:*

2294 Each Lecturer and Academic Professional will be reviewed in the Spring Semester of the faculty
2295 member's third academic year at the College of Law. This review will coincide with the annual
2296 spring reappointment process. In the case of persons with probationary credit based upon their
2297 experience at other institutions, the structured review will occur in the spring semester one full
2298 year prior to the first year in which they would first be eligible to seek promotion. A Lecturer or
2299 Academic Professional hired with three years of probationary credit may waive this review with
2300 written approval of the Dean.

2301 *2. Reviewing Committee:*

2302 The Lecturer Reviewing Committee shall be comprised of a Co-Chair of the Promotion
2303 Committee or a designee, the Director of Lawyering Foundations or, in the case of a Lecturer
2304 who is not teaching in the Lawyering Foundations Program, the Director of the program in which
2305 the Lecturer teaches, and two Lecturers (where possible) of higher rank than the candidate under
2306 review. The Academic Professional Reviewing Committee shall be comprised of a Co-Chair of
2307 the Promotion Committee or a designee, the Director of the Center to which the Academic
2308 Professional is assigned, and two Academic Professionals (where possible) of higher rank than
2309 the candidate under review.

2310 *3. Purpose of Review:*

2311 The review will provide each Lecturer and Academic Professional with a clear idea of how
2312 adequately he or she is progressing toward successfully achieving promotion. The review should
2313 identify strengths and accomplishments and pinpoint areas in need of improvement.

2314 *4. Scope of Review:*

2315 The Lecturer Reviewing Committee will review the annual reports submitted by the faculty
2316 member to the Dean for the years in question and report on the faculty member's progress in the
2317 areas of teaching and service. The Lecturer Reviewing Committee will also review both the
2318 student evaluations and the annual faculty teaching evaluations of the Lecturer. No additional
2319 class visitation will be necessary for the structured review. The Lecturer Reviewing Committee
2320 will also interview the faculty member in order to gain information as to the faculty member's
2321 achievements and goals. The Academic Professional Reviewing Committee will review the
2322 annual reports submitted by the faculty member to the Dean for the years in question and report
2323 on the faculty member's progress in the area of service and, if applicable, teaching and/or
2324 research. If teaching is required, the Committee will also review both the student evaluations and
2325 the annual faculty teaching evaluations of the Academic Professional. No additional class

2326 visitation will be necessary for the structured review. If research is required, the Committee will
2327 also consider internal faculty evaluations of the candidate's research as assigned by the
2328 Academic Professional Reviewing Committee. The Academic Professional Reviewing
2329 Committee will also interview the faculty member in order to gain information as to the faculty
2330 member's achievements and goals.

2331 *5. Report of the Lecturer Reviewing Committee:*

2332 The reports generated for all Lecturers under review from year to year will be uniform and in
2333 substantially the format which follows. The Lecturer Reviewing Committee is to compile a
2334 report based on a review of annual reports (copies of which should be appended to the Lecturer
2335 Reviewing Committee Report), faculty teaching evaluations, the Lecturer Reviewing Committee
2336 discussion and the interview with the Lecturer. The Lecturer will be given a copy of the draft
2337 report and be given the opportunity to suggest additions or corrections to the report. However,
2338 the content of the final report remains within the sole discretion of the Lecturer Reviewing
2339 Committee.

2340 **The form of the report shall be as follows:**

2341 1. Overview of the Review Period: Listing of the faculty member's activities for each semester
2342 (including summer semesters) during the period, limited to: full-time teaching at GSU College of
2343 Law; reduced or expanded teaching loads; and summer teaching.

2344 2. Evaluations of Teaching:

- 2345 ➤ Listing of courses taught by the faculty member in the College of Law for the
2346 review period, including the approximate number of students enrolled in each
2347 course and any independent study courses supervised by the faculty member.
- 2348 ➤ Listing of any teaching awards or other recognition for teaching.
- 2349 ➤ Student course evaluations.
- 2350 ➤ Other evidence of teaching effectiveness.

2351
2352 3. University Service: at the College and University levels including committees, task forces,
2353 advising student organizations, etc.

2354 4. Professional Service: participation in professional or academic meetings, conferences and
2355 workshops; advisory or drafting roles for public officials or entities, professional association
2356 participation and/or leadership roles, etc.

2357 5. Public and Community Service: including appointed or elective office, leadership roles in
2358 community organizations, etc.

2359 6. Other Evidence of Achievements

2360 7. Lecturer Reviewing Committee Evaluation: the evaluation should discuss the faculty
2361 member's progress toward promotion, including strengths and achievements and suggestions as
2362 to areas of improvement for the faculty member. The suggestions for improvement should

2363 identify areas in which the faculty member can improve performance in pursuit of promotion
2364 and/or reach their full potential as a faculty member of the University.

2365 8. Current vita of Lecturer; copies of faculty member's annual reports for the review period; and
2366 copies of evaluations of classroom teaching based on annual class visitations that are conducted
2367 by other faculty members for the annual reappointment process.

2368 *6. Report of the Academic Professional Reviewing Committee:*

2369 The reports generated for all Academic Professionals under review from year to year will be
2370 uniform and in substantially the format which follows. The Academic Professional Reviewing
2371 Committee is to compile a report based on a review of annual reports (copies of which should be
2372 appended to the Academic Professional Reviewing Committee Report) and the interview with
2373 the Academic Professional. If applicable, the Committee also will review faculty teaching
2374 evaluations and/or research reviews. The Academic Professional will be given a copy of the draft
2375 report and be given the opportunity to suggest additions or corrections to the report. However,
2376 the content of the final report remains within the sole discretion of the Academic Professional
2377 Reviewing Committee.

2378 **The form of the report shall be as follows:**

2379 1. Overview of the Review Period: Listing of the faculty member's activities for each semester
2380 (including summer semesters) during the period, limited to: service responsibilities and, if
2381 applicable, teaching at GSU College of Law; reduced or expanded teaching loads; and summer
2382 teaching.

2383 2. Evaluations of Service, as appropriate to the faculty member's duties and responsibilities:

- 2384 ➤ A statement of the academic center's mission, if applicable, and the candidate's
2385 specific service responsibilities.
- 2386 ➤ Evidence of knowledge, skills, and abilities as they relate to performing job
2387 requirements;
- 2388 ➤ Evidence of work successfully accomplished while maintaining standards and
2389 meeting deadlines;
- 2390 ➤ Evidence of professionalism and thoroughness of the work produced;
- 2391 ➤ Evidence of committee and other administrative assignments in the College of
2392 Law and service at the University level;
- 2393 ➤ Evidence of contributions to professional organizations and public service;
- 2394 ➤ Evidence of community engagement in fulfilling the mission and meeting the
2395 needs of the center, College and/or University;
- 2396 ➤ Other evidence of effective service.

2397

2398 3. Evaluations of Teaching (if applicable):

- 2399 ➤ Listing of courses taught by the faculty member in the College of Law for the
2400 review period, including the approximate number of students enrolled in each
2401 course and any independent study courses supervised by the faculty member.
2402 ➤ Listing of any teaching awards or other recognition for teaching.
2403 ➤ Student course evaluations.
2404 ➤ Other evidence of teaching effectiveness.
2405

2406 4. Research (if applicable): A list of participation in symposia and conferences; formal
2407 presentations; practice-focused and professionally oriented writing; engagement with academic
2408 and professional audiences; and leadership roles in the profession and on professional
2409 committees and/or any other relevant activities.

2410 5. Other Evidence of Achievements

2411 6. Academic Professional Reviewing Committee Evaluation: the evaluation should discuss the
2412 faculty member's progress toward promotion, including strengths and achievements and
2413 suggestions as to areas of improvement for the faculty member. The suggestions for
2414 improvement should identify areas in which the faculty member can improve performance in
2415 pursuit of promotion and/or reach their full potential as a faculty member of the University.

2416 7. Current vita of Academic Professional; copies of faculty member's annual reports for the
2417 review period; and, if applicable, copies of evaluations of classroom teaching based on annual
2418 class visitations that are conducted by other faculty members for the annual reappointment
2419 process.

2420 7. *Faculty Discussion of Report*

2421 Following the Lecturer Reviewing Committee's or the Academic Professional Reviewing
2422 Committee's completion of the third year structured review, the Committee shall make it
2423 available for review and discussion by the full Promotion Committee, which consists of tenure-
2424 track and clinical faculty members. This review and discussion shall take place at the spring
2425 Promotion Committee meeting in the year of the review, after a vote on renewal of the
2426 candidate's contract.

2427 8. *Role of Faculty Member:*

2428 In addition to the Lecturer's or Academic Professional's consultative role in the review process,
2429 if the faculty member disagrees with any portion of the Committee report, he or she may submit
2430 a written response which will be attached to the report and made a part thereof. The faculty
2431 member is to be given three business days to prepare the response prior to submission of the
2432 report to the Dean and prior to the submission of the Dean's review.

2433 9. *Role of the Dean:*

2434 The Dean will review the Lecturer Reviewing Committee report or the Academic Professional
2435 Reviewing Committee report and, as necessary, consult with the Lecturer or Academic
2436 Professional on his or her progress toward promotion.

2437 **B. Guidelines for Subsequent Structured Reviews of Senior Lecturers, Principal**
2438 **Senior Lecturers, and Senior Academic Professionals**

2439 *1. Time of Review:*

2440 Each Lecturer will be reviewed in the spring semester of the fifth anniversary of the academic
2441 year in which the faculty member's most recent promotion became effective. Subsequent reviews
2442 will occur on every fifth anniversary of the first review unless interrupted by a further review for
2443 promotion or leave of absence. Each Academic Professional will be reviewed in the spring
2444 semester of the fifth anniversary of the academic year in which the faculty member's promotion
2445 became effective. Subsequent reviews will occur on every fifth anniversary of the first review
2446 unless interrupted by a leave of absence.

2447 *2. Reviewing Committee:*

2448 In years in which the candidate is seeking a promotion, the structured review will be conducted
2449 by the Faculty Review Subcommittees referenced in Section VI.D.3 of this document. In all
2450 other circumstances, the review shall be conducted by the Lecturer Reviewing Committee or the
2451 Academic Professional Reviewing Committee.

2452 *3. Purposes:*

2453 There are two purposes to the five-year review of Lecturers and Academic Professionals: first, to
2454 assess and summarize the faculty member's contributions and achievements since his or her last
2455 review; and second, to assist the faculty member in creating a statement of professional goals for
2456 the next five years. The review is intended to assist faculty members with identifying
2457 opportunities that will enable them to reach their full potential for contribution to the University
2458 and College of Law.

2459 *4. Review Process for Lecturers:*

2460 The review period will cover the years since the faculty member's last review or, in case of initial
2461 reviews, the years since the last promotion decision regarding the faculty member. In the case of
2462 five-year reviews that also constitute a request for promotion, the review shall follow the format
2463 identified in Section VI.E in this document. In all other years, the five year reviews will take
2464 place as follows.

2465 h. Summary of Review Period: The faculty member will prepare a report listing:

2466 ➤ Teaching:

2467 • semester by semester, the courses taught by the faculty member during the review
2468 period;

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- Listing of courses taught by the faculty member in the College of Law for the review period, including the approximate number of students enrolled in each course and any independent study courses supervised by the faculty member.
 - Brief description of any courses that were redesigned or developed by the faculty during the review period.
 - Listing of any teaching awards or other recognition for teaching.
 - Student course evaluations;
 - Other evidence of teaching effectiveness and/or growth in the classroom.
- committee and other administrative assignments in the College of Law and service at the University or professional level;
 - a summary of the faculty member’s contributions to professional organizations and public service;
 - a draft of the faculty member’s professional plans for the next five years; and
 - any other information the faculty member deems relevant to the review period.

2498 2. Report of the Committee

2499 Using the faculty member’s report as well as other sources of information, the Committee will
2500 compile its own report.

2501
2502 **The form of the report shall be as follows:**

2503

- 2504 a. Overview of the Review Period: Listing of the faculty member's activities for
2505 each semester (including summer semesters) during the period, limited to: full-
2506 time teaching at GSU College of Law.
- 2507
2508 b. Evaluation of Teaching:
2509
- 2510 The College of Law is dedicated to maintaining the highest levels of classroom
2511 performance and teaching standards. Apart from any review process, faculty members
2512 are encouraged to continually improve their teaching through ongoing, long term
2513 collaboration with other faculty and responsiveness to student comments.
- 2514 In evaluating teaching proficiency, the Committee shall consult, in addition to the
2515 candidate's report:
- 2516 The Faculty, particularly those teaching related courses or upper division courses for
2517 which the reviewed faculty member teaches prerequisites;
- 2518
2519 The Dean and Associate Dean concerning any complaints or reports they may have
2520 received from students and alumni;
- 2521
2522 Any earlier written reports of classroom visitations;
- 2523
2524 Course syllabi;
- 2525
2526 Students enrolled in the faculty member's course(s);
- 2527
2528 Student evaluation forms; and
2529
- 2530 Any other evidence reflective of teaching proficiency.
2531
- 2532 c. University Service: at the College or University levels including committees, task forces,
2533 advising student organizations, etc.
- 2534 d. Professional Service: participation in professional or academic meetings, conferences and
2535 workshops; advisory or drafting roles for public officials or entities, professional association
2536 participation and/or leadership roles, etc.
- 2537 e. Public and Community Service: including appointive or elective office, leadership roles in
2538 community organizations, etc.
- 2539 f. Awards and Honors

2540 g. Other Evidence of Achievements

2541 h. Committee Evaluation: Evaluation by the Committee discussing a faculty member's
2542 strengths and achievements and suggestions as to areas of improvement for the faculty
2543 member.

2544 If the Committee believes there may be a teaching problem, at least two members of the
2545 Committee shall visit the faculty member's classes. The Committee shall review any
2546 potential problems with the faculty member and identify how to address such problems.

2547

2548 i. Current vita of faculty member; copies of faculty member's annual reports for the review
2549 period; and copies of any evaluations of classroom teaching.

2550

2551 5. *Faculty Member's Report:*

2552 Within ten business days of receiving a copy of the Committee's Summary of the Review Period,
2553 the faculty member shall submit a report to the Committee including: any corrections or
2554 additions to the Committee's report. The Committee shall incorporate any additional relevant
2555 information provided by the faculty member in its Summary of the Review Period.

2556 6. *Meeting:*

2557 The Committee shall meet with the Lecturer to discuss the report and the faculty member's plans
2558 for the next five years. The Committee should share their general assessment of the faculty
2559 member's contributions in the areas of teaching and service and the Lecturer's five-year plan.

2560 7. *Faculty Member's Professional Plan:*

2561 Within one week after meeting with the Committee, the faculty member will send the Committee
2562 a final statement of his or her professional plan for the next five years. The plan should address
2563 any deficiencies in teaching or service that were raised by the Committee. If the Committee
2564 identified significant deficiencies in teaching, the Lecturer will include in his or her five-year
2565 plan a specific course of action for addressing the identified deficiencies.

2566 8. *Committee Report to the Dean:*

2567 The Committee shall send to the Dean its Summary of the Review Period and the Lecturer's
2568 five-year professional plan.

2569 **C. Review Process for Academic Professionals:**

2570 The review period will cover the years since the faculty member's last review or, in case of
2571 initial reviews, the years since the last promotion decision regarding the faculty member. In the
2572 case of five-year reviews that also constitute a request for promotion, the review shall follow the
2573 format identified in Section VI.F. of this document. In all other years, the five year reviews will
2574 take place as follows

2575 1. *Summary of Review Period:*

2576 The faculty member will prepare a report listing, as appropriate:

2577 ➤ Service:

- 2578 • A statement of the academic center's mission, if applicable, and the candidate's
2579 specific service responsibilities.
- 2580 • Evidence of knowledge, skills, and abilities as they relate to performing job
2581 requirements;
- 2582 • Evidence of work successfully accomplished while maintaining standards and
2583 meeting deadlines;
- 2584 • Evidence of professionalism and thoroughness of the work produced;
- 2585 • Evidence of committee and other administrative assignments in the College of
2586 Law and service at the University level;
- 2587 • Evidence of contributions to professional organizations and public service;
- 2588 • Evidence of community engagement in fulfilling the mission and meeting the
2589 needs of the center, College and/or University;
- 2590 • Other evidence of effective service.

2591

2592 ➤ Teaching (if applicable):

- 2593
- 2594 • Semester by semester listing of courses taught by the faculty member in the
2595 College of Law for the review period, including the approximate number of
2596 students enrolled in each course and any independent study courses supervised by
2597 the faculty member.
- 2598 • Brief description of any courses that were redesigned or developed by the faculty
2599 during the review period.
- 2600 • Listing of any teaching awards or other recognition for teaching.
- 2601 • Student course evaluations.
- 2602 • Other evidence of teaching effectiveness and/or growth in the classroom.

2603

2604 ➤ Research (if applicable):

- 2605 • A list of participation in symposia and conferences; formal presentations;
2606 practice-focused and professionally oriented writing; engagement with academic
2607 and professional audiences; and leadership roles in the profession and on
2608 professional committees and/or any other relevant activities.

2609

2610 ➤ A draft of the faculty member's professional plans for the next five years.

2611

2612 ➤ Any other information the faculty member deems relevant to the review period.

2613

2614

2. *Report of the Committee*

2615

Using the faculty member's report as well as other sources of information, the Committee will compile its own report.

2617

2618

The form of the report shall be as follows:

2619

2620

a. Overview of the Review Period: Listing of the faculty member's activities for each semester (including summer semesters) during the period, limited to: service responsibilities and, if applicable, teaching or research responsibilities at GSU College of Law.

2621

2622

2623

2624

b. Service:

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2626

- A statement of the academic center's mission, if applicable, and the candidate's specific service responsibilities.

2627

2628

- Evidence of knowledge, skills, and abilities as they relate to performing job requirements;

2629

2630

- Evidence of work successfully accomplished while maintaining standards and meeting deadlines;

2631

2632

- Evidence of professionalism and thoroughness of the work produced;

2633

- Evidence of committee and other administrative assignments in the College of Law and service at the University level;

2634

2635

- Evidence of contributions to professional organizations and public service;

2636

- Evidence of community engagement in fulfilling the mission and meeting the needs of the center, College and/or University;

2637

2638

- Other evidence of effective service.

2639

2640

Evaluation of Teaching (if applicable):

2641

2642

The College of Law is dedicated to maintaining the highest levels of classroom performance and teaching standards. Apart from any review process, faculty members are encouraged to continually improve their teaching through ongoing, long term collaboration with other faculty and responsiveness to student comments.

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2644

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In evaluating teaching proficiency, the Committee shall consult, in addition to the candidate's report:

2647

2648

The Faculty, particularly those teaching related courses or upper division courses for which the reviewed faculty member teaches prerequisites;

2649

2650
2651 The Dean and Associate Dean concerning any complaints or reports they may have
2652 received from students and alumni;
2653
2654 Any earlier written reports of classroom visitations;
2655
2656 Course syllabi;
2657
2658 Students enrolled in the faculty member's course(s);
2659
2660 Student evaluation forms; and
2661
2662 Any other evidence reflective of teaching proficiency.
2663
2664 c. **Research (if applicable):** A list of participation in symposia and conferences; formal
2665 presentations; practice-focused and professionally oriented writing; engagement with
2666 academic and professional audiences; and leadership roles in the profession and on
2667 professional committees and/or any other relevant activities.
2668
2669 e. Awards and Honors
2670 f. Other Evidence of Achievements
2671 g. Committee Evaluation: Evaluation by the Committee discussing a faculty member's strengths
2672 and achievements and suggestions as to areas of improvement for the faculty member.
2673 If teaching is required and the Committee believes there may be a teaching problem, at least two
2674 members of the Committee shall visit the faculty member's classes. The Committee shall review
2675 any potential problems with the faculty member and identify how to address such problems.
2676
2677 h. Current vita of faculty member; copies of faculty member's annual reports for the review
2678 period; and, if applicable, copies of any evaluations of classroom teaching.
2679
2680 3. *Faculty Member's Report:*
2681 Within ten business days of receiving a copy of the Committee's Summary of the Review Period,
2682 the faculty member shall submit a report to the Committee including: any corrections or
2683 additions to the Committee's report. The Committee shall incorporate any additional relevant
2684 information provided by the faculty member in its Summary of the Review Period.
2685 4. *Meeting:*

2686 The Committee shall meet with the Academic Professional to discuss the report and the faculty
2687 member's plans for the next five years. The Committee should share their general assessment of
2688 the faculty member's contributions in the areas of service and, if applicable, teaching and/or
2689 research and the Academic Professional's five-year plan.

2690 5. *Faculty Member's Professional Plan:*

2691 Within one week after meeting with the Committee, the faculty member will send the Committee
2692 a final statement of his or her professional plan for the next five years. The plan should address
2693 any deficiencies in service and, if applicable, teaching and/or research that were raised by the
2694 Committee. If the Committee identified significant deficiencies, the Academic Professional will
2695 include in his or her five-year plan a specific course of action for addressing the identified
2696 deficiencies.

2697 6. *Committee Report to the Dean:*

2698 The Committee shall send to the Dean its Summary of the Review Period and the Academic
2699 Professional's five-year professional plan.

2700

2701 **D. Role of Faculty Member:**

2702 In addition to the Lecturer's or Academic Professional's consultative role in the review process,
2703 if the faculty member disagrees with any portion of the Committee report or the Dean's review,
2704 he or she may submit a written response which will be attached to the report and made a part
2705 thereof. The Lecturer or Academic Professional is to be given ten business days to prepare the
2706 response prior to submission of the report to the Dean and prior to the submission of the Dean's
2707 review and the Committee report to the Provost.

2708 **E. Role of the Dean:**

2709 The Dean will review the Committee report and provide feedback to the Lecturer or Academic
2710 Professional where appropriate.

2711 **F. Impact of Review**

2712 1. The results of the review will be linked to rewards and professional development. Lecturers
2713 and Academic Professionals who are performing at a high level should receive recognition for
2714 their achievements.

2715 2. When a Lecturer's review reflects that he or she has not met or maintained the standards of
2716 teaching and service expected of that rank of Lecturer or, in the case of an Academic
2717 Professional, the review reflects that he or she has not met or maintained the standards of service
2718 and, if applicable, teaching and/or research expected of that rank of Academic Professional, the
2719 Dean will work with the faculty member to create a formal plan for faculty development that

2720 identifies clearly defined goals and outcomes, an outline of activities to be undertaken,
2721 timetables, and an agreed-upon monitoring strategy.

2722

2723 **APPENDIX K-Guidelines for Structured Review of Law Librarian Faculty**

2724

2725 **A. Time of Review**

2726

2727 Each law librarian will be reviewed in the Fall Semester of the law librarian's second full
2728 academic year at the College of Law. Law librarians will also be reviewed every five years
2729 following a promotion and every five years thereafter, or earlier at the librarian's request.

2730

2731 **B. Reviewing Committee**

2732

2733 The review will be conducted by a Committee, appointed by the Associate Dean, which will be
2734 composed of four members: an Associate Dean or College of Law Administrator (other than the
2735 Associate Dean for Library & Information Services), a non-library tenure track or non-tenure
2736 track College of Law faculty member, and two law librarians holding rank at or above the
2737 current rank of the librarian undergoing the structured review. The Associate Dean will serve ex-
2738 officio. If there are not enough librarians holding rank at or above the current rank of the
2739 librarian being considered, then the Associate Dean in consultation with the Dean of the College
2740 of Law will appoint law librarian faculty members to round out the Committee. If there are not
2741 enough qualified law librarian faculty to round out the committee then committee members will
2742 be selected from the College of Law tenure track or non-tenure track faculty.

2743

2744 **C. Purpose of Review**

2745

2746 The review will provide each law librarian with a clear idea of how adequately he or she is
2747 progressing toward successfully achieving promotion. The review should identify strengths and
2748 accomplishments and pinpoint areas in need of improvement in which law librarians may
2749 provide assistance to colleagues.

2750

2751 **D. Scope of Review**

2752

2753 The Committee will review the annual reports submitted by the law librarian to the Dean for the
2754 years in question and report on the law librarian's progress in the areas of teaching, service, and
2755 research (as defined in §II.B. above). The Committee will conduct its evaluation in accordance
2756 with the guidance in §VIII.B.4-6. The Committee will also interview the Associate Dean to gain
2757 information as to the law librarian's progress and the law librarian to gain information as to the
2758 law librarian's achievements and goals.

2759

2760 **E. Report of the Committee**

2761

2762 The reports generated for all law librarians under review from year to year will be uniform and in
2763 substantially the format which follows. The report will be based on the review of annual reports
2764 (copies of which should be appended to the Committee Report), the interviews with the law
2765 librarian and Associate Dean, and the factors considered pursuant to VIII.B.4-6. The law
2766 librarian will be given a copy of the draft report and be given the opportunity to suggest
2767 additions or corrections to the report. However, the content of the final report remains within the
2768 sole discretion of the Committee. Copies of the Associate Dean's review and of any reports from
2769 the Committee will be included in the law librarian's personnel file in the library.

2770

2771 **The form of the report shall be as follows:**

2772

- 2773 a. Summary Recommendation of Committee: Taking into account the subsequent
2774 components, the Summary Recommendation shall include advice for the law
2775 librarian about what further preparation, if any, should be made for the law
2776 librarian to be ready to apply for promotion.
- 2777 b. Evaluation of Teaching (as defined in §II.B.1 above): The evaluation should
2778 follow the guidance set forth in VIII.B.4.
- 2779 c. Evaluation of Service (as defined in §II.B.2. above): The evaluation should follow
2780 the guidance set forth in VIII.B.5 above.
- 2781 d. Evaluation of Research (as defined in §II.B.3 above): The evaluation should
2782 follow the guidance set forth in §VIII.B.6 above.
- 2783 e. Detailed Recommendation of Committee: Evaluation by the Committee,
2784 reflecting its discussion of the candidate's progress toward promotion, including
2785 strengths and achievements and suggestions as to areas of improvement for the
2786 law librarian. The suggestions for improvement should, in the spirit of the Law
2787 Librarian Promotion and Reappointment Manual, identify areas in which a law
2788 librarian can change orientation and activity in pursuit of promotion.
- 2789 f. Appendix: Copies of any documents considered by the Committee as evidence of
2790 the law librarian's teaching, service, or research, shall be appended to the
2791 recommendation, including current vita of law librarian; copies of law librarian's
2792 annual reports for the review period; and copies of applicable evaluations of
2793 classroom teaching.

2794

2795 **F. Role of Law Librarian**

2796

2797 In addition to the law librarian's consultative role in the review process, he or she may submit a
2798 written response to the Committee report or the Associate Dean's review which will be attached

2799 to the report and made a part thereof. The law librarian is to be given ten business days to
2800 prepare the response prior to submission of the report to the Associate Dean.

2801

2802 **G. Role of the Associate Dean**

2803

2804 The Associate Dean is to provide promptly a written review of the Committee report, copies of
2805 which are to be submitted to the Committee and the law librarian.

2806

2807

2808 **APPENDIX L-CLINICAL FACULTY WORKLOAD GUIDELINES**

2809
2810 On September 29, 2022, the College of Law passed the GSU College of Law Workload
2811 Policy. Recognizing that the equitable distribution of workload is a significant and complex
2812 issue, this document offers guidance to the faculty and Dean to assist in the uniform and
2813 equitable application of the Clinical Faculty Workload Policy.

2814
2815 **A. General Expectations and Understandings:**

2816
2817 The overall expectations for clinical faculty are outlined in the College of Law’s Clinical
2818 Faculty Promotion and Reappointment Manual, including standards for attaining
2819 presumptively renewable annual contracts and standards for promotion. Each clinical faculty
2820 member’s primary responsibility is teaching. Clinical faculty are also expected to engage in
2821 research and in service as defined in the College of Law’s Clinical Faculty Promotion and
2822 Reappointment Manual. This guidance recognizes that the type of teaching clinical faculty
2823 engage in goes beyond the classroom.

2824
2825 **B. Teaching Workloads**

2826
2827 *1. Calculation of Teaching Credits*

2828
2829 Following the first year of service as a member of the clinical faculty, ,
2830 the typical clinical faculty member is presumptively expected to teach
2831 in a clinic, externship program, or equivalent activity (collectively
2832 referred to as the “clinic”) for 2 semesters and to teach an additional
2833 course outside of the clinic (or other significant responsibility) for 1
2834 semester. The presumption is that the courses in this standard teaching
2835 package will be taught during the fall and spring terms absent either
2836 significant administrative need or a request by the clinical faculty
2837 member.

2838
2839 Consideration will be given for a lighter load in the first year of
2840 teaching, with the goal of allowing a typical clinical faculty member in
2841 the first year of service to teach only in the clinic, externship program,
2842 or equivalent activity for 2 semesters during the Fall and Spring
2843 semesters of the first-year and without the expectation that the clinical
2844 faculty member teach an additional course outside of the clinic during
2845 the first year.

2846
2847 In determining whether a clinical faculty member has met or exceeded
2848 the workload expectation for teaching, the Dean should consider the
2849 following factors as relevant:

- 2850
2851 A. The number of students taught and supervised overall;
2852 B. The number of credit hours taught;
2853 C. The ratio of faculty to students taught and supervised;
2854 D. Whether courses are co-taught with other faculty or adjuncts;
2855 E. Whether the clinical faculty member is responsible for teaching
2856 and supervising students from other disciplines;
2857 F. Whether the clinical faculty member is engaged in teaching at
2858 other Colleges or institutions;
2859 G. Whether the nature of the program, course, or clinic requires an
2860 unusually high degree of collaboration or coordination with
2861 other entities, professions, institutions, Colleges or departments;
2862 H. Whether the clinical faculty member is teaching courses and
2863 supervising students in the daytime and/or in the evening;
2864 I. Whether the clinical faculty member is requested to teach a
2865 required course in order to help meet the curricular needs of the
2866 College of Law;
2867 J. The degree to which intensive assessment practices are
2868 incorporated into the course;
2869 K. The degree to which intensive experiential exercises are
2870 incorporated into non-clinical courses;
2871 L. Whether the course is a new preparation for the instructor,
2872 particularly when requested by the institution;
2873 M. The number of independent study credits supervised during the
2874 time period;
2875 N. Whether the faculty member is responsible for other
2876 administrative duties for which he or she does not receive
2877 additional compensation and which do not fall under routine
2878 administration or service.

2879
2880 Whenever possible, clinical faculty members should be given the
2881 opportunity to teach their additional course in an area of professional
2882 interest.

2883 **C. Research**

2885
2886 It is a clinical faculty member's responsibility to pursue, and the College of
2887 Law's responsibility to support, reasonable engagement in research activities in
2888 accordance with the research responsibilities as defined in the College of Law's
2889 Clinical Faculty Promotion and Reappointment Manual.

2890
2891 The typical post-presumptively renewable annual contract clinical faculty
2892 member is expected to engage in reasonable research activity as it is defined in
2893 the College of Law's Clinical Faculty Promotion and Reappointment Manual.

2894 Research may, but need not, include the publication of scholarly articles.

- 2895
- 2896 ▪ All pre-presumptively renewable annual contract clinical faculty
 - 2897 members are expected to engage in research activity that meets the
 - 2898 definition and requirements for promotion in the College of Law’s
 - 2899 Clinical Faculty Promotion and Reappointment Manual. Research
 - 2900 may, but need not, include the publication of scholarly articles.

2901

2902 In determining whether a faculty member has met or exceeded the research

2903 workload expectation overall, the Dean should consider the following,

2904 recognizing that the scope of research for clinicians as defined in the Clinical

2905 Faculty Promotion and Reappointment Manual is broad:

- 2906
- 2907 1. Whether the faculty member plays a leadership role in a professional
 - 2908 community or committee;
 - 2909 2. Whether the activity is performed primarily for research purposes and
 - 2910 not for compensation by an outside party, excluding honorariums and
 - 2911 grants;
 - 2912 3. Whether the engagement is directly connected to the faculty member’s
 - 2913 professional work;
 - 2914 4. Whether the research involves the creation of written scholarship;
 - 2915 5. Whether the activity involves legislation/rulemaking or commentary
 - 2916 thereon;
 - 2917 6. Whether the faculty member plays a role in conference planning;
 - 2918 7. Whether the faculty member is engaged in local, national, or
 - 2919 international speaking;
 - 2920 8. Whether the faculty member has provided testimony;
 - 2921 9. Whether the faculty member has authored or co-authored amicus briefs
 - 2922 in litigation;
 - 2923 10. Whether the faculty member has engaged in professional committee
 - 2924 service;
 - 2925 11. Whether the faculty member is a member of a Journal board or
 - 2926 otherwise engages in editorial work;
 - 2927 12. Whether the faculty member provides trainings and CLEs;
 - 2928 13. Whether the faculty member is responsible for grants.

2929

2930 **D. Service**

- 2931
- 2932 2. *Focus of Policy*

2933

2934 There are many types of service to the law school, the University, the

2935 profession, and the community that are valuable to and recognized by GSU

2936 College of Law. However, service to the College of Law and University will

2937 be given priority in evaluating service workload so that all clinical faculty
2938 members have the opportunity to contribute in an equitable way to faculty
2939 governance at the College of Law.

2940
2941 3. *Service to the Law School and/or University*

2942
2943 1. A typical clinical faculty member will serve as a member of two
2944 committees in the law school, the University, or the University
2945 System every year.

2946
2947 2. A typical pre-presumptively renewable annual contract clinical
2948 faculty member will have limited service assignments, when
2949 possible, until presumptively renewable annual contract status is
2950 achieved. In particular, a clinical faculty member in the first
2951 year of service should normally be expected to serve on only one
2952 committee.

2953
2954 In determining whether a clinical faculty member has met or exceeded the
2955 workload expectation for service, the Dean should consider the following
2956 factors as relevant:

2957
2958 1. The time and contribution expected of any particular committee,
2959 assignment, or initiative, recognizing that some are more intensive than
2960 others;

2961 2. Whether the clinical faculty member is significantly engaged in
2962 advisement or practice-related activities involving students or student
2963 organizations

2964
2965 **E. Administration**

2966
2967 Administrative work, outside of the administrative work that is an ordinary and necessary part
2968 of maintaining the clinic with which the faculty member is associated, is not required for all
2969 clinical faculty. However, some clinical faculty members may have administrative
2970 responsibilities. In determining whether a clinical faculty member has met or exceeded the
2971 clinical workload expectations, the Dean should consider if the clinical faculty member is
2972 responsible for significant administrative responsibilities related to a program or
2973 administrative role in the College of Law, such as overseeing a department, program, or other
2974 significant assignment, or supervising College of Law staff or other personnel.

2975
2976 VI. Exceeding Workload

2977

2978 In the event that the Dean determines that a faculty member has exceeded or is anticipated to
2979 exceed the workload in any of the areas described above, the Dean may consider the following
2980 items to address such overload:

2981

2982 A. Additional compensation for work exceeding the basic workload requirements;

2983 B. A reduction in teaching responsibilities;

2984 C. A reduction in service assignments; and/or

2985 D. A reduction in administrative assignments.

2986

2987 **F. Post-Clinical Job Security**

2988

2989 Five years after obtaining clinical job security and every five years thereafter, a clinical faculty

2990 member may receive a one-semester release of teaching and service responsibilities if the

2991 faculty member proposes and the Dean approves a substantial research or teaching item.

2992

2993

2994 **APPENDIX M – Committee Classifications**

high intensity committee	≥ 2 hours per week on average in any semester	e.g. a recruitment committee ABA self-study committee curriculum committee promotion and tenure committee assessment committee admissions committee workload policy committee honor code committee
medium intensity committee	< 2 hours per week on average in any semester	e.g. faculty development committee speakers committee Dean’s advisory committee academic success committee post-tenure review committee faculty appeals committee student affairs committee
low intensity committee	≤ 3 hours per semester	faculty advisement/mentoring judicial clerkship advisement LLM committee clinics committee University senators group University committees or boards awards committee technology committee scholarships committee

2995 Note: for the purposes of annual review metrics, the term “committee” shall refer to both standing
2996 and ad hoc committees.

2997

2998 **APPENDIX N – ANNUAL REVIEW METRICS FOR THE ASSOCIATE**
 2999 **DEAN OF ACADEMIC AFFAIRS AND THE ASSOCIATE DEAN FOR**
 3000 **STUDENT SUCCESS PROGRAMS & STRATEGIC ENROLLMENT**
 3001 **MANAGEMENT**

3002 **A. Metrics for the Associate Dean of Academic Affairs and the Associate Dean**
 3003 **for Student Success Programs & Strategic Enrollment Management**

3004 The below activities have been categorized as A and B points based on the premise that certain activities
 3005 are core to the category (A points) and that the point total required for that category should not be satisfied
 3006 solely by undertaking activities that are viewed as important, but less central, to the category (B points).

3007 (* = student success activities)

3008 *1. Teaching/Instruction/Student Supervision*

Type A Points	
classroom instruction	# credits = # points
course release for University or COL award or for external research funding	3 points
one-time course release for other reason with Dean’s approval	3 points
Type B Points	
student research supervision* (e.g. independent study, law review note)	1 student research supervision = 1 point
heavy student organization supervision* (≥ 30 minutes per week on average)	1 student org. supervision = 2 points
light student organization supervision* (< 30 minutes per week on average)	1 student org. supervision = 1 point

3009

3010

Type B Points	
peer review for retention or promotion (teaching or scholarship, written report)	1 point
peer review for journal	1 point
student advising*	1 point for every 5 students
advisor to student organization*	1 point for each organization
student job placement* (serving as a reference)	1 point for every 5 students
letter of reference*	1 point
student counseling, non-academic*	1 point for every 5 students
certificate program supervision*	1 point
NGO or government advisory council or board or leadership role in a professional association	1 point
pro bono legal work (including legal representation or advisement)	1 point

3017

3018 **B. Requirements for the Associate Dean of Academic Affairs and the Associate**
3019 **Dean for Student Success Programs & Strategic Enrollment Management**

3020 The associate Dean of academic affairs and associate Dean for student success programs &
3021 strategic enrollment management have an annual workload allocation of T 0% / R 0% / S 100%.
3022 The following rules provide workload flexibility to maximize productivity.

3023 1. A faculty member may carry over Type A points for teaching from previous years instead
3024 of counting points in the year that they are earned. Under the COL Workload Policy, a
3025 typical tenured faculty member must teach no fewer than 48 credits within that faculty
3026 member's 5-year review period.

3027 2. A faculty member may carry over Type A points for research from previous years instead
3028 of counting those points in the year that they are earned.
3029

3030 In calculating a faculty member's Likert-scale ratings for the categories of teaching, research and
 3031 scholarship, *individuals must earn the minimum number of A points specified for the category*
 3032 *as well as the total number of points specified for the category* as indicated in the following table.

Annual Workload Allocation (T/R/S) (%)	Metrics: minimum A points needed (total points needed (A points + B points))				
	5 Exemplary	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Does Not Meet Expectations
T 0%	5(6)	3(3)	0	NA	NA
R 0%	2(2)	1(1)	0	NA	NA
S 100 %	14(16)	13(14)	12(12)	11(11)	10(10)

3033

3034