



**Georgia
Tech**



CREATING THE NEXT

Crafting a strong promotion package for Academic Professionals

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Agenda

- Introductions
- Mapping promotion criteria to your role
- Crafting a strong narrative
- Evaluation letters
- Q&A

- Resources (end of slide deck)

Introductions

Presenters

- **Jana Stone**, Director of Professional Development and Postdoctoral Services, GEFD (Senior AP)
- **Dawn Baunach**, Associate Vice Provost for Graduate Education and Faculty Development (Principal AP)



Panelists

- **Joyelle Harris**, Senior Academic Professional, Electrical & Computer Engineering
- **Mary Peek**, Principal Academic Professional, School of Chemistry and Biochemistry
- **(maybe) Bonnie Ferri**, Vice Provost for Graduate Education and Faculty Development and Professor of ECE
- **(maybe) Leslie Sharp**, Dean of the Library

Minimum Years in Rank*

Current Title	Proposed Title	Minimum Years in Rank	To submit in 2021, must have been in rank since
Academic Professional	Senior Academic Professional	Five Years, Unless given up to three years prior credit upon appointment**	Oct. 15, 2017
Senior Academic Professional	Principal Academic Professional	Six Years, Unless given up to three years prior credit upon appointment**	Oct. 15, 2016

**Time in Rank does not guarantee promotion.*

*****If you received credit for prior work, you need to talk about that prior work in your promotion package***

Mapping Promotion Criteria to Your Role

Minimum expectations for promotion in all Academic Professional ranks should be based on the five (5) criteria listed below. The candidate must demonstrate noteworthy achievement in number one (effective administration) and two of the others.

1. effectively carrying out assigned administrative duties within unit;
2. superior teaching, if applicable;
3. outstanding service to the Institute, and/or community
4. outstanding research, scholarship, creative activity, or academic achievement, as defined by role; and
5. professional growth and development.

The Academic Professional designation may not be assigned to a position where the teaching and research responsibilities total 50% or more of the total assignment.

Effectively carrying out assigned administrative duties within unit

The designation Academic Professional would apply to a variety of academic assignments that call for academic background similar to that of a Faculty member with professorial rank, but which are distinctly different from professorial positions. Examples include, but are not limited to, the following:

- instructional laboratory management,
- academic program management,
- program development and coordination,
- program evaluation and assessment,
- operating instructional technology support programs,
- responsibility for general academic advising,
- providing services or co-curricular educational opportunities for students,
- professional student counseling center responsibilities,
- providing specialized skill acquisition training as support for academic programs,
- course, laboratory, and curriculum development, and
- course delivery.

Ask yourself:

How have I had an impact?

What have I started or improved?

What would not have been started if I had not been involved?

Superior teaching

- **Course and Curriculum Development**

- Development of new courses and laboratory experiences or new approaches to teaching.
- Extensive work in curriculum revision or teaching methods for the school or department.

- **Teaching Skills and Methods**

- Relative performances of students in the candidate sections of multi-section courses.
- Participation in programs, conferences, or workshops designed to improve teaching skills.
- Awards or other forms of recognition for outstanding teaching.
- Systematic Student evaluations, such as exit interviews or other standardized questionnaires. Information such as percentage of Students providing data and a copy of evaluation instructions must be provided. (See Student Opinion of Courses and Instructors below).
- Demonstrated ability to teach basic courses effectively at the undergraduate and at the graduate level (when appropriate) where such courses are offered in the disciplines.
- Demonstrated ability to communicate effectively in the classroom environment.

- **Generation of Textbooks, Instruction Materials, and Publications on Teaching**

- Publication of books or articles on teaching methods.
- Publication of new instructional techniques or descriptions of laboratory materials (if not listed under Creative Activities).
- Publication of textbooks (if not listed under Creative Activities).
- Effective utilization of audio-visual aids and multi-media where appropriate.
- Expository articles of broad interest exemplifying command of subject, breadth of perspective, etc.

- **Education Activities**

- Supervision of Students who are working in instructional activities, such as lectures, laboratories, recitations, self-paced instruction, or tutoring.

Ask yourself:

How have I improved my courses or instructional activities?

How have I shared my teaching materials or knowledge with others?

Outstanding research, scholarship, creative activity, or academic achievement, as defined by role

- **Publications**

- Research papers in scholarly journals, literary publications, and books.

- **Unpublished Writings and Creative Work of Limited Circulation**

- Technical reports, engineering and architectural designs
- Grant applications
- Inventions leading to patents
- Presentations at conferences and meetings

- **Creative Educational Contributions**

- Innovative teaching methods, research in instructional techniques, and textbooks.

- **Artistic Creations**

- Paintings, sculpture, and music.

- **External Recognition of Creative Work**

- Prizes and awards, invited presentations, and consultancies.

Ask yourself:

How have I shared my scholarship or creative activities?

..with colleagues?

...wth the public?

Outstanding service to the Institute, and/or community

- **Service to the Institute or Academic Community***
 - Serving on or leading committees and task forces
 - Serving as faculty advisor of a student activity
 - Developing research proposals with other faculty members
 - Developing new policies and Institute-wide programs with broad impact
- **Service to the Profession**
 - Organizing professional meetings
 - Holding office in professional organizations
 - Contributing consultative, advisory, editorial service in a professional capacity
 - Serving as site visitor for accreditation review
- **Service to the Community**
 - Presenting lectures or panel discussions
 - Radio and television appearances
 - Membership on advisory boards or civic committees
 - Involvement in community, charitable organizations, or the government
 - Involvement in youth and citizen recreation programs
 - Advising students or judging the entries at science fairs

**** if an activity is within your assigned administrative duties, it is not considered service and should be highlighted in one of the other categories.***

Ask yourself:

Could I have said no to this activity?

Would my supervisor describe this as part of my job?

Did I have an impact or did I just attend?

Professional growth and development

- **Completing leadership or professional development programs**
 - Examples: Inclusive Leaders Academy, Women Leaders@Tech, Fulbright or similar fellowship
- **Learning new curricula or techniques**
 - Attended training course
 - Completed new certification
 - Brought new curricula/programs to GT
- **Increased duties/responsibilities**
 - New programs
 - Additional supervisory responsibilities
- **Continuous improvement in your role**
- **Professional development of others**
 - Substantive contributions to developing your staff, TAs, etc.

Ask yourself:

How have I grown professionally?

How has my growth improved my work, reach, or impact?

Promotion Package Components

- Biosketch (150 words)
- Position Description (with supervisor)
- **Personal Narrative (5 pages)**
- **Curriculum vitae (using the [Institute Standard Resume](#); no page limit)**
- **3-5 Examples of Best Work (no page limit for each)**
- [Table of student evaluation scores](#), if appropriate
- Names of Potential External Reviewers
- Signed [Statement of Completeness](#) and [Waiver of Right to Access Confidential Information](#) forms



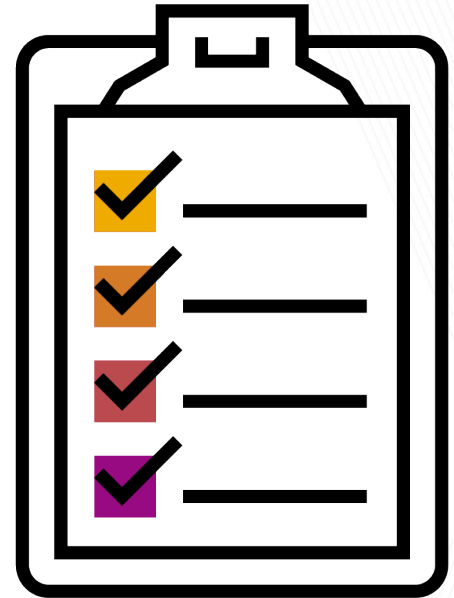
Preparing for Your Promotion in the Preceding Years

- Annually
 - Update your CV in GT format
 - Record key achievements, impact, and metrics
 - Review promotion criteria with supervisor/mentors and discuss if you are on track
- Read promotion materials from successful APs
- Develop your mentoring team
- Join professional and peer groups at the local, state, and/or national level
- If included in your official job duties and after consulting with your supervisor and mentors,
 - Participate in meaningful and appropriate service and
 - Participate in meaningful and appropriate professional development.
- Start and keep a list of potential reviewers



Getting Started on Your Package

- Make a Plan
 - Schedule time to work on it regularly
 - Break package up into small tasks
 - Schedule time on your calendar for each task
 - Set deadlines and stick to them
- Find an accountability buddy
- Start earlier than you think you might need to. It is best not to be rushed at the end.
- Familiarize yourself with the policies, process, requirements, and expectations so that there are no surprises. (see end of slide deck)



Getting Started on Your Package

- Administrative achievement
 - List 5+ accomplishments
 - Where have you had the most impact?

Write it down for
yourself
(or for your
mentee/report)

Getting Started on Your Package

- Administrative achievement
 - List 5+ accomplishments
 - Where have you had the most impact?
- What other two areas are you going to describe?
 - List evidence for each

Write it down for
yourself
(or for your
mentee/report)

2. superior teaching, if applicable;
3. outstanding service to the Institute, and/or community
4. outstanding research, scholarship, creative activity, or academic achievement, as defined by role; and
5. professional growth and development.

Crafting Your 5-page Narrative

- Write a **compelling argument** for
 - How your efforts have had an **impact**
 - How you are **already operating at the next level**
- Make it easy for reader:
 - Map it to promotion criteria – use headings!
 - Reference your examples of best work
- Can be comparable to:
 - Outcomes-based assessment reports
 - Grant proposals
 - A spectacular cover letter
- Start with a “bad” first draft of any written statement or narrative. Focus on progress, not perfection.

Demonstrating Your Impact

- Accomplishments

- What have you developed from scratch?
- What have you improved?
- What new populations are you serving?
- What would not have been created/improved if you had not been involved?

- Evidence

- How have you assessed and demonstrated success?
- What metrics are available?
- What examples of best work can you describe?
- How have you shared your work with colleagues or translated it for public?
- Has your work been recognized via awards, news articles, invitations to speak or be a reviewer, etc.?

Demonstrating Your Impact

- Service:
 - What have the committees, task forces, etc. that you have served on or lead accomplished?
 - What new project you did you develop outside of your admin role (e.g. as a part of the Diversity and Inclusion Fellows program)?
 - How have you brought your work to the local community?
- Scholarship:
 - How have you shared your scholarly or creative activities with colleagues or the public?
- Teaching:
 - How have you improved your classes/workshops?
 - How have you improved training/preparation of your TAs?
- Professional growth:
 - What impact have your new training/knowledge had on your own growth and development, and work

Possible COVID Impacts

- Taking on new or modified duties in the school, college, and/or Institute;
- Changes to instructional pedagogies, assignments, deliveries, etc.;
- Modifications to duties or deadlines;
- Increased efforts to engage and retain students;
- Suspension of student teaching evaluations;
- Cancellations of conferences, seminars, meetings, etc.;
- Fewer opportunities for student advising/mentoring with decreased on-campus student presence;
- Cancellation of study abroad, undergraduate research and other programs;
- New and/or increased service obligations; and
- Reduced funds for projects.

For additional information, see the memos from [Provost Bras](#), [Provost McLaughlin](#), and the [Covid-19 Impact FAQs](#).

Examples of Best Work

Tips

- Use artefacts from work that you describe in your narrative as impactful
- Think about what external reviewers would need to evaluate your role
- Make use of all 5 slots available!
- Use headings and descriptions to make it easy for reviewers to follow

Possible Examples

- Teaching materials
- Handbook / training manual
- New print or online resource
- Publications
- White papers and reports
- Successful grant application
- Survey tool and report on results
- New/Revised Policy
- Webpages – with metrics
- Newsletters – examples along with open/click rates
- Description of new program

Final Tips on Crafting Your Narrative

Do

- Give yourself credit for your work and impact!
- Read examples from APs with similar duties
- Ask mentors and peers to read your drafts
- If you received years of credit towards promotion for work prior to GT, discuss that work in your package

Do Not

- Claim collaborative work as solely yours
- Just re-list what's in your CV – describe how your efforts were successful
- “Double dip” by describing the same efforts in more than one area (e.g. administrative duties are not also service)

Letters of Evaluation

- Letters of Evaluation are required—3-5 letters
- Letters will be solicited by the supervisor or unit head
- List of who should be contacted should be developed jointly by candidate and supervisor.
- Final list is determined by supervisor and remain confidential (Blind Review)
- At least one (1) letter of evaluation should be from an individual external to the Institute for promotion to Senior Academic Professional
- At least two (2) should be external to Georgia Tech for promotion to Principal Academic Professional.
- The letter of solicitation should include an explanation of the criteria for evaluation, as appropriate. Templates are pre-loaded into PROMOTE and available at: <http://faculty.gatech.edu/deans-chairs/promotion-tenure>

Identifying Potential External Evaluators

- **NOT reference letters!**
- Highly qualified individuals who have the background to understand what being outstanding in your role looks like and can compare your package to others in similar roles.
- Ideas:
 - Recommendations from APs/supervisors on who writes good letters
 - Colleagues from professional orgs/committees, particularly officers or board members
 - Colleagues at peer institutions with job titles that are one or more steps up from your working title
 - USG colleagues who understand AP role and promotions
- Avoid former supervisors, Ph.D./postdoc advisors, and collaborators from past 5 years
- Some names should be recommended by supervisor, not the candidate



For Help, Please Contact

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Please complete the feedback survey:

<https://b.gatech.edu/3fAzN8b>

(case sensitive)

Or scan the QR code with the camera on your phone →



Resources

Helpful resources

- [Faculty Handbook, Section 3.2.2](#)
- [Institute Standard Resume for Academic Professionals](#)
- [Institute Standard Resume for Lecturers](#)
- [Teaching Portfolio Guidance](#)
- [Template For External Review Request Letter \(academic professionals\)](#)
- [Template for External Review Request Letter \(lecturers\)](#)
- [Non-Tenure Track Promotion/3rd Year Review Coversheet](#)
- [Waiver of Right to Access Confidential Information](#)
- [Statement of Completeness](#)
- [CIOS Scores Table.](#)
- [CIOS Normative Data from 2001-Present](#)
- [External Reviewer List](#)
- [Guidance on the Promotion and Tenure Process](#) (note: this is for tenure-track faculty, but it may be helpful.)

Minimum Years in Rank*

Current Title	Proposed Title	Minimum Years in Rank	To submit in 2021, must have been in rank since
Associate Academic Professional	Academic Professional	Three years, unless hired with a PhD contingency. (Promotion is an administrative process.)	(Oct. 15, 2019)
Academic Professional	Senior Academic Professional	Five Years, unless given up to three years prior credit upon appointment	Oct. 15, 2017
Senior Academic Professional	Principal Academic Professional	Six Years, unless given up to three years prior credit upon appointment	Oct. 15, 2016
Lecturer	Senior Lecturer	Six Years, unless it is a special situation. Not eligible for prior credit.	Oct. 15, 2016
Senior Lecturer	Principal Lecturer	Five Years. Not eligible for prior credit.	Oct. 15, 2017

*Time in Rank does not guarantee promotion.

Process and Timeline* (for People who do not report to a Dean or VP)

Step	Timeframe
Candidates meet with supervisors to discuss eligibility, readiness, package, and reviewers.	Spring
Candidate Submits Dossier	Summer (Deadline set by unit)
Supervisor sends out requests to external reviewers.	Summer/Early Fall
Supervisor writes letter recommending promotion or not with explanation; recorded on coversheet.	Fall
Unit-level Promotion Committee reviews dossiers and writes a letter for each candidate recommending promotion or not. (Members must be at level or higher to aspirational rank)	Fall
Dean/VP writes letter recommending for or against promotion.	Late Fall
Institute NTT Promotion Committee reviews and makes a recommendation.	February
Provost makes final decision to promote or not.	March
Decision Letters are sent to the Deans/Vice Provost/Vice President Offices.	Early-mid April
Supervisors and/or Dean/VP meets with candidates to explain outcome.	Mid-late April
Promotions (contingent on successful background checks) go into effect for 12-month employees. Promotions (contingent on successful background checks) go into effect for 9-month employees.	July 1 August 16

*Process may differ by unit, but there must be two levels of review with at least one committee review before submitting to the Institute.

Process and Timeline* (for People who DO report to a Dean or VP)

Step	Timeframe
Candidates meet with supervisors to discuss eligibility, readiness, package, and reviewers.	Spring
Candidate Submits Dossier (plus suggested external reviewers, creative works, waiver, and statement of completion).	Summer (Deadline set by unit)
Supervisor sends out requests to external reviewers.	Summer/Early Fall
Supervisor writes letter recommending promotion or not with explanation; recorded on coversheet.	Fall
Unit-level Promotion Committee reviews dossiers and writes a letter for each candidate recommending promotion or not. (Members must be at level or higher to aspirational rank)	Fall
Dean/VP writes letter recommending for or against promotion.	Late Fall/Early Spring
Institute NTT Promotion Committee reviews and makes a recommendation.	February
Provost makes decision to promote or not. Promotion to Senior Lecturer or Principal Lecturer requires approval by the President.	March
Decision Letters are sent to the Deans/Vice Provost/Vice President Offices.	Early-mid April
Supervisors and/or Dean/VP meets with candidates to explain outcome.	Mid-late April
Promotions (contingent on successful background checks) go into effect for 12-month employees. Promotions (contingent on successful background checks) go into effect for 9-month employees.	July 1 August 16

*Process may differ by unit, but there must be two levels of review with at least one committee review before submitting to the Institute.