



Georgia
Tech

CREATING THE NEXT

Crafting a Strong Promotion Packet for Lecturers

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Agenda

- I. Welcome and Introductions
- II. Making Your Case
- III. Resources
- IV. Q & A

Home Unit: The home unit in which you belong; School, Department, Center, Institute.

Major Unit: Next-level up, unless you report directly to the Dean or Vice Provost, or Vice President, i.e. College, Vice Provost or Vice President's Office.

Welcome and Introductions

Presenters

Dawn Baunach

Associate Vice Provost, GEFD

Jana Stone

Director of Professional Development, GEFD

Panelists

Karie Davis-Nozemack

Associate Professor, Scheller College of Business

Lionel Gall

Senior Lecturer, Ivan Allen College of Liberal Arts

Leslie Sharp

Dean, Library

Wayne Whiteman

Principal Academic Professional, College of Engineering

Making Your Case

Preparing for Your Promotion in the Preceding Years

- Annually,
 - Update your CV;
 - Record key achievements and metrics; and
 - Review promotion criteria with supervisors/mentors and discuss your progress.
- Identify and retain materials for the teaching portfolio.
- Read promotion materials from successful lecturers.
- Develop your mentoring team.
- Connect with your peers at the Institute.
- 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.
- Join professional and peer groups at local, state, and national levels.
- Start and keep a list of potential reviewers.

Making Your Case

Tips for Getting Started

- Make a plan. Schedule blocks of time on your calendar to work on the promotion package regularly. Protect that time from interruptions.
- Set deadlines and keep to them.
- Find peers/mentors to support and keep you accountable for working on it.
- Familiarize yourself with the policies, process, requirements, and expectations so that there are no surprises.
- Start with a “bad” first draft of any written statement or narrative. Focus on progress, not perfection.
- Identify items for inclusion in the appendix of sample teaching materials.
- Start earlier than you think you might need to. It is best not to be rushed at the end.

Making Your Case

External Letters of Evaluation

- External letters are required— a minimum of 3 letters external to the unit.
- Letters should be solicited by either 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 remains confidential (blind review).
- At least one (1) letter of evaluation should be from an individual external to the Institute for promotion to Senior Lecturer.
- At least two (2) letters of evaluation should be from an individual external to the Institute for promotion to Principal Lecturer.
- The letter of solicitation includes an explanation of the position and criteria for evaluation. Templates are pre-loaded into PROMOTE and available at: <http://faculty.gatech.edu/deans-chairs/promotion-tenure>.

How do I identify potential external reviewers?

Making Your Case

3.2.2 Non-Tenure Track Academic Faculty Members: Hiring and Promotion Guidelines

Lecturers are expected to focus on classroom instruction, but service activities can be part of their duties. The **development of original course material** and syllabi in line with the learning outcomes of the course(s) may also be part of their duties. **Service** may be included in the evaluation. Some examples of service may include participation on internal or related external committees, faculty advisor for student organizations, advisor for senior design projects, or other meaningful engagement with the campus community.

Professional development may also be included in the evaluation. Examples of professional development are publication of papers or technical reports, attendance at field-related conferences, incorporation of recent research into courses, attendance at teaching workshop, or creative contributions. Any expectation of service or professional development activities should be outlined in the appointment letter. In rare cases, administrative duties may be assigned as a small percentage of the position responsibilities. However, **classroom instruction should account for a majority of the workload for lecturers of all ranks.**

Note that instructional excellence is an expectation for all teaching faculty.

Making Your Case

The Teaching Portfolio

- The teaching portfolio is a description of your teaching strengths, accomplishments, and development efforts.
- It includes factual documents and materials that collectively suggest the scope and quality of your teaching performance.
- When creating the teaching portfolio, focus on selecting the evidence the documents your best works as an educator and demonstrates that significant student learning has taken place.
- Teaching portfolios should include materials for the course(s) taught, self-evaluation, student evaluations, and other related information.
- Portfolios should focus on development over time, fostering the view of teaching as a continuous process of inquiry, experimentation, and reflection.

Making Your Case

Dossier Components

- Biosketch (150 words)
- Reflection and Self-Evaluation (single pdf file)
- Feedback and Evaluation from Others (can be multiple pdf files, make sure to add a description for each uploaded file)
- Teaching Effectiveness (single pdf file)
- Appendix: Sample Teaching Materials (maximum of 5 pdf files, make sure to add a description for each uploaded file)
- CV (make sure to use the template and that all bookmarks are working)
- Access Waiver
- External Reviewers (enter information for 3-10 reviewer suggestions)
- Additional Documents (make sure to add a description for each uploaded file)

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Making Your Case

Dossier Components, Highlights

Reflection and Self-Evaluation (single pdf file, 1-2 pages)

Give a narrative statement that describes your **approach to teaching** and other educational activities (such as new courses or course revision, co-curricular efforts, etc.). Describe your process for **evaluating the effectiveness** of your efforts and how you use that **evaluation for improvement**. For example, you may discuss how you improve your teaching using peer or CTL evaluations or using student comments from mid-semester course evaluations or CIOS.

Frame your comments with **specific examples** from your teaching and/or educational activities. Include in your discussion, any **innovations** that you have tried, any teaching **improvement activities** (such as participating in teaching workshops), and how you keep your course material relevant and updated. As appropriate for your case, describe your motivation for making changes and the impact of those changes (on your teaching, on students, on your school or college, etc.). Describe your current **strengths and areas for growth** as well as how you **create a culture of civility, collegiality, respect, and inclusiveness** within the learning environments (classrooms, labs, studios, and/or supervised research).

Making Your Case

Dossier Components, Highlights

Feedback and Evaluation from Others (can be multiple pdf files, make sure to add a description for each uploaded file)

Comments and letters from students (2 page maximum). You may draw from your CIOS comments, Thank a Teacher notes, emails and letters from students, etc.

Statement/documentation from **peer review of teaching**.

Statement/documentation from **peer review of teaching materials**.

Evidence of student learning (optional, with 2 page maximum limit), which might include items like pre- and post-test results, student performance indicators (e.g., rubric), percentage of students achieving learning outcomes in course, etc.

Making Your Case

Dossier Components, Highlights

Teaching Effectiveness (single pdf file)

List of courses taught and CIOS Scores for the last 5 years (make sure to use the Institute CIOS table template).

For the standard documentation, only the scores on the question “Is the instructor an effective teacher?” are required, but a separate table with others is encouraged.

At the top of the table, a section for normative data on the “effective teacher” question for the candidate’s college and school (i.e., subject abbreviation such as MATH or ISYE) should appear, to provide the appropriate context for the numbers in the table. This information will be posted on the Office of Assessment web site for the five years preceding the review as soon as the data becomes available. If a faculty member is teaching a cross-listed course that has a small number of students in each section, the faculty member may combine the scores using the standard table format and use the normative data for the combined size.

Making Your Case

Dossier Components, Highlights

Appendix: Sample Teaching Materials (maximum of 5 pdf files, make sure to add a description for each uploaded file)

An appendix may be included that contains materials that explicitly support your narrative including, for example, items such as

- Sample syllabi
- Class observation reports
- Graded student work
- Course assignments
- Rubrics
- Study guides
- Exams, etc.

Making Your Case

Possible Pieces of Evidence to Include in the Appendix (3.3.7)

Course and Curriculum Development

- Development of new courses and lab experiences or new approaches to teaching.
- Extensive work in curriculum revision or teaching methods for your unit.

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.
- 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.

Making Your Case

Possible Pieces of Evidence to Include in the Appendix (3.3.7)

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.
- Publication of textbooks.
- 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 independent study courses, honors theses, graduate theses and dissertations, field trips, internships, and practice.
- Supervision of students who are working in instructional activities, such as lectures, laboratories, recitations, self-paced instruction, or tutoring.
- Specialized teaching for honors students or for other types of special programs.

Making Your Case

Possible COVID Impacts

- Changes to instructional pedagogies, assignments, deliveries, etc.;
- Modifications to teaching schedules and modalities;
- 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;
- Taking on new roles in the school, college, and/or Institute;
- Cancellation of study abroad programs;
- Limitations on experiential class projects;
- New and/or increased service obligations; and
- Reduced funds for educational projects.

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

Making Your Case

Final Tips for a Strong Package

- Study successful examples from other lecturers.
- Ask multiple mentors/peers to read and edit your drafts.
- Give yourself credit for your hard work and educational impact!
- Do not just re-list what's in your CV.
- Make a compelling argument for your **impact** using specific examples.
 - Identify how you have had an impact. What have you developed from scratch? What have you improved? What would not have been created or improved if you had not been involved?
- Demonstrate and evaluate your efforts and success.
- Provide appropriate pieces of evidence to document your impact and success.
- **Pay attention to how a consistent case for your promotion is made throughout all elements of the teaching portfolio, from the narrative to the supplemental pieces of evidence in the appendix. Tie everything together; be kind to the reader. You are constructing a convincing case for your promotion to the next level.**

Resources

- [Faculty Handbook, Section 3.2.2](#)
- [Institute Standard Resume for Lecturers](#)
- [Teaching Portfolio Guidance](#)
- [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 document is for tenure-track faculty, but it may be helpful.



For Help, Please Contact

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Office of the Vice Provost for Graduate Education
and Faculty Development**

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Q & A





Please complete the feedback survey:

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

(case sensitive)

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





Thank You!



Appendix: Policy, Process, and Timeline

Faculty Handbook 3.2.2

- Non-Tenure Track Academic Faculty Members: Hiring and Promotion Guidelines at:
<http://policylibrary.gatech.edu/faculty-handbook/3.2.2-non-tenure-track-academic-faculty-members-hiring-and-promotion-guidelines>
- Lecturers/Senior Lecturers/Principal Lecturer
- Hiring and Reappointment
- Guidelines for Promotion and Evaluation

Appendix: Policy, Process, and Timeline

Minimum Years in Rank*

Current Title	Proposed Title	Minimum Years in Rank	To Submit in 2021, Must Have Been in Rank Since
Lecturer	Senior Lecturer	Six years, unless it is a special situation	Oct. 15, 2016
Senior Lecturer	Principal Lecturer	Five years	Oct. 15, 2017

* Time in Rank does not guarantee promotion.
Lecturer positions are not eligible for prior credit.
Promotion of Lecturers requires approval of the President.

Appendix: Policy, Process, and Timeline

Steps for People Who <u>DO NOT</u> Report to a Dean/VP *	Timeframe
Candidates meet with supervisors to discuss eligibility, readiness, package, and reviewers.	Spring
Candidate submits dossier, including list of suggested external reviewers, portfolio, 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; recorded on coversheet. (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 (chaired by VP-GEFD Bonnie Ferri) reviews and makes a recommendation; recorded on coversheet.	February
Provost makes final decision to promote or not; recorded on coversheet.	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.

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