Promotion Workshop for Academic Professionals

Spring 2022

Georgia Tech

Agenda

I. Welcome and Introductions

II. Preparing for Promotion Review

III. Promotion Criteria

IV. The Dossier

V. Q & A

Introductions

Jana Stone

Director of Professional Development and Postdoctoral Services

Office of the Vice Provost for Graduate and Postdoctoral Education

(Senior AP)

Dawn Baunach

Associate Vice Provost

Office of the Vice Provost for Faculty

(Principal AP)

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Preparing for Promotion Review

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 your "best/relevant" work examples.
- Read promotion materials from successful academic professionals.
- 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.

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Preparing for Promotion Review

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 first draft of any written statement or narrative. Focus on progress, not perfection.
- Work with the FA/HR representative in your school/college to ensure use of required formats.
- For Academic Professionals: Decide on your areas for evaluation (in addition to administrative duties) and compile a list of evidence for each.
- Identify items for inclusion in the *examples of relevant work*.
- Start earlier than you think you might need to. It is best not to be rushed at the end.
- Make a list of 5+ accomplishments, items where you have had the most impact; share that list with your mentors and/or supervisor.

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Preparing for Promotion Review: Process & Timeline*

Steps for People Who <u>DO NOT</u> Report Directly to a Dean/VP *	Timeframe
Candidates meet with supervisors to discuss eligibility, readiness, package, and reviewers.	Spring
Candidate submits promotion package components via PROMOTE system, including list of suggested external reviewers.	Summer (deadline set by unit)
Supervisor selects potential external reviewers and PROMOTE system emails requests to them. Reviewers who accept send in letters of evaluation.	Summer/Early Fall
Supervisor writes letter recommending promotion or not, with explanation; submits via PROMOTE.	Fall
Unit-level Promotion Committee reviews dossiers and writes a letter for each candidate recommending promotion or not; submits via PROMOTE. (Members must be at level or higher to aspirational rank.)	Fall
Dean/VP writes letter recommending for or against promotion; submits via PROMOTE.	Late Fall
Institute NTT Promotion Committee (chaired by Vice Provost) 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 go into effect.	August 1

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

Promotion Criteria: Academic Professionals

Minimum expectations for promotion in all **Academic Professional** ranks should be based on the five criteria listed below. The candidate must demonstrate noteworthy achievement in "Effective Administration" and two of the other criteria.

Promotion Criteria

- Effectively carrying out assigned administrative duties within unit;

- Superior teaching, if applicable;

- Outstanding service to the Institute, and/or community

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

- 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.

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

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Promotion Criteria: Administrative Duties

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?

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Promotion Criteria: 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.
- 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?

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Promotion Criteria: Research, Scholarship, Creative Activity, or Academic Achievement

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?

… With the public?

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Promotion Criteria: Service

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?

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Promotion Criteria: 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:

Have I grown professionally?

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

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Promotion Criteria: Student Success Activities   *

High Impact Practices**: first-year experiences, living learning communities, undergrad research, internships, service/community learning, and project-based and capstone courses

Contributions in Education: promoting a positive and inclusive learning environment; developing or redesigning courses or leading curricular changes based on student academic or career needs; mentoring students academically or in their careers; using evidence-based teaching practices; pursuing scholarship in teaching and learning; supporting diversity, equity, and inclusion initiatives

Student-focused Service: advisor of a student organization; mentorship of staff or other faculty members on their student success activities; serving on student-focused committees; and participating in or leading programs for students with historically underrepresented backgrounds or identities.

Strategic Plan Activities: "to provide all students with transformative learning experiences to grow as creative, ethical, globally aware, technologically sophisticated leaders who can define and solve problems to improve the human condition."

Faculty Professional Development: participating in development programs (CTL, QPR, mentorship training, etc.).

Mentorship in Research Activities:

- **Activities that support research and career development*****: skill development in research, academics, and professionally; career guidance; sponsorship in publicly acknowledging or advocating for the mentees; and similar activities.

- **Activities the support personal development and well-being*****: encouraging students to pursue activities outside of the research and displaying role modeling behaviors and attitudes such as clear and timely communications, respectful and inclusive climate, and constructive and timely feedback.

Ask yourself:

How have I participated in student success activities?

How have I contributed to students' professional development?

* Many of the specifics on how Student Success Activities will be documented in RPT dossiers is still to be determined.

** American Association of Colleges & Universities   *** NASEM report on "The Science of Effective Mentorship in STEMM," 2019

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Promotion Criteria: Components to be Uploaded to PROMOTE

Bio-sketch (150 words)

Position Description (prepared with supervisor)

Personal Narrative (single pdf file, 5 page limit)

Teaching Effectiveness / **Table of CIOS Scores** (single pdf file)
   *only if using teaching criterion

Examples of Relevant/Best Work (maximum of 5, no page limit for each item)

CV (must use the GT template)

External Reviewers (enter information for reviewer suggestions)

Access Waiver and **Statement of Completeness**

Additional Documents (make sure to add a description for each uploaded file; upload required 2-page **COVID Impact Statement** here)

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The Dossier: Crafting Your Narrative for Academic Professionals

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.

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The Dossier: 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.?

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The Dossier: Demonstrating Your Impact

Administration

- Where have you had the most impact?
- What programs/services/projects did you initiate/continue/complete?

Teaching

- How have you improved your classes/workshops?
- How have you improved training/preparation of your TAs?

Scholarship

- How have you shared your scholarly or creative activities with colleagues or the public?

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?

Professional Growth

- What impact have your new trainings/knowledge had on your own growth, development, and work?

Student Success Activities

- How have you contributed to the success of GT students?

The Dossier: Teaching Effectiveness and CIOS Scores

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.

Peer Evaluations are required in Ivan Allen College and the College of Sciences. Combine your evaluations with the CIOS table and enter as a single pdf file into PROMOTE.

Teaching effectiveness is entered as a single pdf file.

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The Dossier: Examples of Relevant Work or Teaching Materials

Upload additional materials that explicitly support your narrative and demonstrate your impact. Think about what external reviewers would need to evaluate your role. Use headings and descriptions to make it easy for reviewers. Make use of all 5 slots.

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

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The Dossier: COVID Impact Statement

Covid Impact Statement: You have the opportunity to discuss Covid impacts in your package. **Starting with the AY 2022-2023 cycle, all candidates are required to upload a statement**.

- Candidates are discouraged from disclosing personal/family/health information. It is private and should not be divulged. Instead, focus on the impact on your work and not the specific sources of the disruption.
- The COVID Impact Statement is uploaded to the Additional Documents section – limited to 2 pages in standard format. The statement is viewable to all internal reviewers but no external ones.
- When you add the *Covid Impact Statement*, include what changes, if any, you made to your research, teaching, service activities and the impact on your work. Do these adaptations demonstrate resilience?
  - "Because of Covid restrictions … [discuss specific impact to your work]"
  - Example: It was very difficult for you to hold meetings, do research, or teach during the day. You compensated by working a disrupted day, including early mornings and late at night – times when it was hard to collaborate with graduate students or other faculty. It is difficult to conduct research without having long periods of uninterrupted time.

CV: Mark cancelled seminars or conference talks, loss in funded awards, graduate students who discontinued their studies, etc., with a notation, "Cancelled due to Covid-19" or "Returned to home country due to Covid-19."

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

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The Dossier: 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.

Final list is determined by supervisor and remains confidential (blind review).

At least one letter of evaluation should be from an individual external to the Institute for promotion to Senior Academic Professional.

At least two letters of evaluation should be from an individual external to the Institute for promotion to Principal Academic Professional.

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.

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The Dossier: External Letters of Evaluation

External letters are 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 peers/supervisors on who writes good letters;
  - Colleagues from professional organizations/committees, particularly officers or board members;
  - Colleagues at peer institutions with job titles that are one or more steps up from your working title; and
  - USG colleagues who understand your role and promotions.

Avoid former supervisors, Ph.D./postdoc advisors, and collaborators from past 5 years.

Some names should be recommended by supervisor.

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The Dossier: Final Tips for a Strong Package

- Study successful examples from other academic professionals. (See examples on Sharepoint!)
- Ask multiple mentors/peers to read and edit your drafts.
- Discuss plans with both supervisor/chair and FA/HR administrator to ensure you are ready and are made aware of current timeline, process, and requirements.
- Give yourself credit for your hard work and educational impact!
- Do not just re-list what's in your CV.
- If you received years of credit towards promotion for work prior to Tech, discuss that work in your package.
- 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 dossier, from the narrative/statement 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.**

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Resources

- [Faculty Handbook, Section 3.2.2](#)

- [Institute Standard Resume for Academic Professionals](#)

- [Teaching Portfolio Guidance](#)

- [Template for External Review Request Letter (APs)](#)

- [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.

AP Promotion Resources Sharepoint site

- *Examples of successful promotion packages*

- *Past workshop videos and slides*

- *APs and supervisors can email Dawn or Jana to be added (if not added in 2021)*

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For Help, Please Contact

David Bamburowski, Director
Office of Faculty Affairs
david.bamburowski@provost.gatech.edu

Dawn Baunach, Associate Vice Provost
Office of the Vice Provost for Graduate Education and Faculty Development
dawn.baunach@gatech.edu

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Q & A
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Thank You!
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Appendix: Policy

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

- Hiring and Reappointment

- Guidelines for Promotion and Evaluation

Appendix: Minimum Years in Rank*

Current Title	Proposed Title	Minimum Years in Rank	To Submit in 2022, 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, 2020
Academic Professional	Senior Academic Professional	Five Years, Unless given up to three years prior credit upon appointment	Oct. 15, 2018**
Senior Academic Professional	Principal Academic Professional	Six Years, Unless given up to three years prior credit upon appointment	Oct. 15, 2017**

* Time in Rank does not guarantee promotion.

** Assumes no prior credit was awarded at the time of appointment. Please adjust accordingly for any prior credit that was included in your offer letter.

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Process and Timeline*   (for People who _DO_ report to a Dean/VP)

Steps for People Who DO Report to a Dean/VP *	Timeframe
Candidates meet with supervisors to discuss eligibility, readiness, package, and reviewers.	Spring
Candidate submits promotion package components via PROMOTE system, including list of suggested external reviewers.	Summer (deadline set by unit)
Dean/VP selects potential external reviewers and PROMOTE system emails requests to them. Reviewers who accept send in letters of evaluation.	Summer/Early Fall
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Dean/VP writes letter recommending for or against promotion; submits via PROMOTE.	Late Fall
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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 go into effect	August 1

* 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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Appendix: Final Package at Institute Committee Level

Finally, the Institute Committee reviews a package comprised of

- Coversheet (provided by Faculty Affairs in collaboration with major unit)
- 150-word bio-sketch *
- Deans/VP's letter
- Unit-level committee letter
- Supervisor's letter
- Narrative and best/relevant work submissions *
- Sample request letter to reviewers
- External letter selection table
- External reviewer bio-sketches
- External letters, in order by assigned number
- Job description, if necessary
- Candidate's CV in Institute standard format, with table of contents and page numbers *
- Any updates or addendum to the CV, signed and dated by the candidate, if necessary
- COVID Impact Statement
- Signed statement of completeness
- Signed waiver of right to access confidential information

* Documents shared with external reviewers.

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