

# Promotion and Tenure Workshop for Tenure - Track Faculty

Spring 2022

# Agenda

- I. Welcome and Introductions
- II. Preparing for Review
- III. Promotion and Tenure Criteria
- IV. The Dossier
- V. Q & A

# Introductions



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Brady Family Chair in  
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# Preparing for Review

## Tips for Getting Started

- Make a plan. Schedule blocks of time on your calendar to work on the promotion/tenure 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.
- Identify items for inclusion as examples of work.
- Start earlier than you think you might need to. It is best not to be rushed at the end.

# Preparing for Review: Process & Timeline

Candidates meet with supervisors to discuss eligibility, readiness, package, and reviewers.	Spring
Candidate submits package components via PROMOTE, including list of suggested external reviewers.	Summer (deadline set by unit)
Supervisor selects potential external reviewers and PROMOTE emails requests to them. Reviewers who accept send in letters of evaluation.	Spring/Summer/Early Fall
First-level review committee, when used, examines the examples of creative work and writes a letter summarizing the submissions and their contribution/impact; submits via PROMOTE.	Fall
Unit-level RPT Committee reviews the dossier and writes a letter recommending promotion/tenure or not; submits via PROMOTE. (Members must be at level or higher to aspirational rank.)	Fall
School chair or unit head reviews the dossier and writes a letter recommending promotion/tenure or not (thru PROMOTE).	Fall
Upper-level RPT Committee reviews the dossier and writes a letter recommending promotion/tenure or not (thru PROMOTE).	Fall
Dean reviews the dossier and writes letter recommending for or against promotion/tenure (thru PROMOTE).	Late Fall
Institute TT RPT Committee (chaired by the Vice Provost for Faculty) reviews the dossier and makes a recommendation.	January
Provost makes final decision to promote/tenure or not.	February-March
Decision Letters are sent to the Deans/Vice Provost/Vice President Offices.	Early-mid April
Supervisors and/or Dean meets with candidates to explain outcome.	Mid-late April
Promotions/tenure go into effect.	August 1

# Promotion and Tenure Criteria

## **Minimum Expectations in All Professorial Ranks for Promotion**

- Superior teaching
- Outstanding professional service to the Institute and/or the community
- Outstanding research, scholarship, creative activity or academic achievement
- Professional growth and achievement

*Noteworthy achievement is expected in at least 2, and at least 4 years of service in grade.*

## **Minimum Expectations in All Professorial Ranks for Tenure**

- Superior teaching, demonstrating excellence in instruction
- Academic achievement, as appropriate to the mission
- Outstanding service to the Institute, profession, or community
- Professional growth and development

*Noteworthy achievement is expected in at least 2, and at least 5 years of service in grade.*

# Promotion and Tenure 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

# Promotion and Tenure 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
- 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 students who are working in instructional activities, such as lectures, laboratories, recitations, self-paced instruction, or tutoring



# Promotion and Tenure 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

# Promotion and Tenure 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

\* **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](#)

# The Dossier: Components Uploaded to PROMOTE

Bio-sketch (150 words)

Narrative Summary of Major Accomplishments (3-5 pages, single pdf)

Teaching Effectiveness / [Table of CIOS Scores](#) (single pdf)

Examples of Relevant, Creative Capabilities (3-5 files)

CV (must use the [GT template](#))

External Reviewers (enter information for reviewer suggestions)

[Access Waiver](#) and [Statement of Completeness](#)

Additional Documents (add a description for each uploaded file; upload required 1-2 page **COVID Impact Statement** here)

# The Dossier: Crafting Your Narrative

Write a **compelling argument** for

- How your efforts are significant and have had an **impact**
- How you are **already operating at the next level**

Make it easy for reader

- Map it to promotion/tenure criteria – use headings!
- Explain context; place example creative contributions in context of school, college, Institute, and discipline
- Point out innovative elements of your scholarship and educational contributions
- Clarify your contributions in collaborative work
- Reference your examples of best work
- Do not just summarize your CV

Start with a “bad” first draft. Focus on progress, not perfection.

# 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 College of Sciences (DOTE). 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.**

# 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](#).

# The Dossier: External Letters of Evaluation

External letters are required— a minimum of 5 letters external to the unit. In order to guarantee at least 5 are received, requests are sent to more than 5 potential reviewers.

The candidate and the school chair (or unit head) should jointly develop the list of external reviewers, with each initially and independently developing a lists.

Letters should be solicited by either supervisor or unit head. Final list is determined by supervisor and faculty committee and remains confidential (blind review).

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>.

# The Dossier: External Letters of Evaluation

## Identifying Possible External Reviewers

Reviewers should be “clear leaders in the field,” such as full professors at equivalent/better institutions or senior leaders in industry research.

International reviewers should be included on the list for promotion to full.

Conflicts of interest should be avoided; any existing conflicts must be declared in the letter. Doctoral/postdoc advisors may be asked to write letters, as long as they are clearly identified as such.

Candidates may request that a particular individual not be contacted as an external reviewer.

Reviewers are asked to focus on scholarly/creative accomplishments, to offer information on service if they have it, and to comment on teaching only if they have direct experience.



# The Dossier: Final Tips for a Strong Package

- Study successful examples from Associate/Full Professors.
- 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.
- Do not just re-list what's in your CV.
- If you received years of credit for work prior to Tech, discuss that work in your package.
- Make a compelling argument for your *impact* using specific examples.
- 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 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/tenure.**

# The Dossier: Final Package at Institute -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
- Upper-level unit committee letter (College committee)
- Supervisor's letter
- Unit-level committee letter (School/Unit RPT committee)
- First-level review report (internal peer review, when used, and expanded peer review, when appropriate)
- Teaching information/CIOS table
- Sample request letter to reviewers
- External letter selection table
- External reviewer bio-sketches
- External letters, in order by assigned number
- Narrative and submitted examples of creative work \*
- 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 and signed waiver of right to access confidential information

\* Documents shared with external reviewers.

# The Dossier: Resources

- [Faculty Handbook, Section 3.3.4: Tenured and Tenure-Track Faculty: Tenure and Promotion Overview](#)
- [Faculty Handbook, Section 3.3.5: Tenured and Tenure-Track Faculty: Tenure](#)
- [Faculty Handbook, Section 3.3.6: Tenured and Tenure-Track Faculty: Promotion](#)
- [Faculty Handbook, Section 3.3.7: Tenured and Tenure-Track Faculty: Promotion and Tenure Evaluation](#)
- [Institute Standard Resume for Tenure-Track Faculty](#)
- [Teaching Portfolio Guidance](#)
- [Statement on Bias Awareness](#)
- [Promotion/Tenure 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](#)
- [Extension of Probationary Period Request Form](#)



# For Help, Please Contact

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# Q & A