

Promotion Workshop for Academic Professionals and Lecturers

**Vice Provost for Faculty Office
26 March 2024**

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 the teaching portfolio (if applicable).
- Read promotion materials from successful academic professionals or 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.

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 *sample teaching materials* (for Lecturers) or *examples of relevant work* (for Academic Professionals).
- 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.

Promotion Criteria: Lecturers

Lecturers are expected to focus on classroom instruction, but service activities can be part of their duties. The **development of original course materials** 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.**

*Lecturers must also be evaluated on their achievements in **student success activities** as evidenced by activities within teaching and instruction, academic achievement, and service. Faculty members are to be evaluated on their student success activities that are relevant to their job responsibilities and roles. Faculty members are afforded the discretion to determine the student success activities that they undertake; however, as required by the Board of Regents, faculty members must report their student success activities. [TO BE PHASED INTO EFFECT]*

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

[Faculty Handbook 3.2.2 Non-Tenure Track Academic Faculty Members: Hiring and Promotion Guidelines](#)

Promotion Criteria: Academic Professionals

Minimum expectations for promotion in all **Academic Professional** ranks should be based on the 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
- *Noteworthy achievement in student success activities, as evidenced by activities within teaching and instruction, research, scholarship, creative activity, or academic achievement and service [TO BE PHASED INTO EFFECT]*
- 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.

PROMOTE Components

Academic Professionals	Lecturers
Biosketch (150 words)	Biosketch (150 words)
Position Description (prepared with supervisor)	Reflection and Self-Evaluation statement (single pdf file, 2 page limit)
Personal Narrative (single pdf file, 5 page limit)	Feedback and Evaluation from Others (can be multiple pdf files, make sure to add a description for each uploaded file)
Teaching Effectiveness / Table of CIOS Scores (single pdf file) <i>*only if using Teaching criteria</i>	Teaching Effectiveness / Table of CIOS Scores (single pdf file)
3-5 Examples of Relevant Work (no page limit for each)	Sample Teaching Materials (maximum of 5 pdf files, make sure to add a description for each uploaded file)
CV (must use the GT template)	CV (must use the GT template)
External Reviewers (enter information for reviewer suggestions)	External Reviewers (enter information for reviewer suggestions)
Access Waiver and Statement of Completeness	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)	

[Lecturer Teaching Portfolio](#)

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.

Crafting Your Reflection and Self-Evaluation Statement for Lecturers

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).

The Reflection and Self-Evaluation statement for Lecturers is a single 1-2 page pdf file.

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 demonstrated and assessed 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

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 role?
- 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 [TO BE PHASED INTO EFFECT]

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

Teaching Effectiveness & 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 some colleges/units. 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.

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 for Academic Professionals

- Teaching materials
- Handbook/training manuals
- New print or online resources
- Publications
- White papers and reports
- Successful grant applications
- Survey tool and report on results
- New/revised policies
- Webpages – with metrics
- Newsletters – examples along with open/click rates
- Description of new programs

Examples for Lecturers

- Sample syllabi
- Class observation reports
- Graded student work
- Course assignments
- Rubrics
- Study guides
- Exams, etc.
- Textbooks and teaching materials
- New curricula and courses
- Awards and recognitions
- Audio-visual or multi-media aids
- Student project supervision

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 student 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.

* TO BE PHASED IN

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.**

- Placement is as an addendum uploaded in the Additional Documents section – limited to 2 pages in standard format. The addendum is viewable to all internal reviewers but no external ones.
- When you add a *COVID Impact Statement*, please include what changes, if any, you made to your research, teaching, service activities and the impact on your work. Do not disclose personal and private health/family information.
 - Example: Lab closed and had to abandon experiments in progress. You pivoted to simulations, but it took a long time to make that change and simulation results are not as well accepted in publications as are experimental results.

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](#).

[Guidance document for RPT Candidates and Evaluators](#)

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).

Candidates' names should be “arms' length” to avoid the appearance of bias or conflict of interest.

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

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

The letter of solicitation includes an explanation of the position and criteria for evaluation. Templates are pre-loaded into PROMOTE.

Final Tips for a Strong Package

- Study successful examples from other academic professionals or lecturers. (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.**

Resources

- [Faculty Handbook, Section 3.2.2](#)
- [Teaching Portfolio Guidelines](#)
- [CV Templates](#)
- [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 and Lecturer Promotion Resources Sharepoint site

- *Examples of successful promotion packages*
- *Past workshop slides*
- *APs, Lecturers, and supervisors can email Dawn to be added (if not added in previously)*



For Help, Please Contact

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Q & A



Thank You!



Appendix Slides

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
- 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?

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. (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?

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?

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?

Promotion Criteria: Professional 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?

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 student 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.

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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.

* To be phased in

[Guidance Document on Student Success Activities \(November 2022\)](#)

Ask yourself:

How have I participated in student success activities?

How have I contributed to students' professional development?

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.

Minimum Years in Rank*

Current Title	Proposed Title	Minimum Years in Rank	To Submit in 2024, Must Have Been in Rank Since
Lecturer	Senior Lecturer	Six years, unless it is a special situation	Oct. 15, 2019
Senior Lecturer	Principal Lecturer	Five years	Oct. 15, 2020
Associate Academic Professional	Academic Professional	Three years, unless hired with a PhD contingency. (Promotion is an administrative process.)	Oct. 15, 2022
Academic Professional	Senior Academic Professional	Five Years, Unless given up to three years prior credit upon appointment	Oct. 15, 2020**
Senior Academic Professional	Principal Academic Professional	Six Years, Unless given up to three years prior credit upon appointment	Oct. 15, 2019**

* 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.

Process and Timeline* (for People who *DO NOT* report to a Dean/VP)

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. (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 Vice Provost for Faculty) reviews and makes a recommendation; recorded on coversheet.	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.

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

Steps for People Who <u>DO</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)
Dean/VP selects potential external reviewers and PROMOTE system emails requests to them. Reviewers who accept send in letters of evaluation.	Summer/Early 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
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Final Package Components

Finally, the Institute Committee reviews a package comprised of

- Coversheet (provided by Faculty Affairs in collaboration with major unit)
- 150-word biosketch
- Deans/VP's letter
- Unit-level committee letter
- Supervisor's letter
- *Academic Professionals*: Narrative and best work submissions
- *Lecturers*: Teaching portfolio including materials for the course(s) taught, self evaluation, CIOS scores in table form with normative information, etc.
- Sample request letter to reviewers
- External letter selection table
- External reviewer biosketches
- 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