

Instructions for Reviewers

Academic Professional, Non-Tenure Track

Thank you, Professor *[insert name here]*, for agreeing to serve as an external reviewer for Georgia Burdell, Assistant Professor in the School of *[insert name here]* at the Georgia Institute of Technology. As you may recall, Georgia Burdell is a candidate for promotion to Associate Professor during the 20XX-20XX academic year. This process requires comments on the candidate's professional contributions from experts.

You will be asked to review a collection of materials, including three to five intellectual products, the candidate's vitae, and a statement of accomplishments which our Faculty Handbook limits to five pages.

At Georgia Tech, the position category of Academic Professional requires an appropriate terminal degree, and teaching and research responsibilities combined should make up less than half of the total assignment. Academic Professionals must demonstrate noteworthy achievement in effectively carrying out assigned administrative duties. In addition, they must demonstrate noteworthy achievement in at least two other evaluation areas: superior teaching and/or educational impact, if applicable; outstanding service to the Institute and/or community; outstanding research, scholarship, creative activity, or academic achievement, as defined by their role; or professional growth and development. There are four levels within the Academic Professional track ranging from Associate to Principal. Please see the [Georgia Tech Faculty Handbook](#) for more information about the general qualifications for each level.

Please provide a candid assessment of the candidate's accomplishments across their portfolio of responsibilities, drawing from the materials presented in the package as well as your own knowledge of their achievements. Most critically, your assessment of the candidate's impact as transformative contributions to their administrative unit; educational pedagogy; inclusive community-building activities; and/or public engagement, among other contributions.

Georgia Tech recognizes that Covid-19 circumstances affected productivity and achievement of many faculty members. The candidate may have noted in the CV or narrative that extraordinary pandemic circumstances in 2020 and 2021 affected their professional accomplishments. We ask that your assessment of the candidate's accomplishments take these special circumstances into account.

It is the policy of the Georgia Institute of Technology to maintain the confidentiality of your evaluation to the greatest possible extent permitted by law. While the Georgia Open Records Act does apply, Burdell *[insert text here]* signed a statement that Burdell will not request to see letters from outside referees or seek their identity. However, we ask that you indicate in your letter that you desire that it be treated as a confidential personnel document by including the following wording: "By signing and submitting this reference letter, I expect that my identity will be kept confidential and that my letter will be treated as a confidential personnel document."

Your letter should be directed to *[insert name here]* and it will become part of the dossier prepared for Burdell. Please explicitly state your past/current relationship to the candidate in your letter.

You will also be asked to enter a brief (maximum 100 word) biosketch. Since your letter will be reviewed by others in the Institute who will not necessarily be familiar with you or your field, this information will provide perspective.

I thank you for your assistance and look forward to receiving your review at your earliest convenience, but no later than *[insert date here]*. If you do not feel comfortable uploading your letter into our electronic system, you may email a PDF version of your letter on letterhead to *[insert name here]* and follow up with a signed copy in the mail. Thank you for your cooperation.

Georgia Tech values your insight and appreciates your time and effort in participating in this important process.

Covid-19 Impact

Due to Covid-19, all untenured faculty members were allowed a one-year extension of their probationary period. We do not expect productivity during the period disrupted by the pandemic to match that of other academic

years. Please also note that teaching evaluations were not collected for individual faculty in Spring 2020 because of the sudden move to remote learning in the second half of the academic term. Teaching in Fall 2020 was conducted over a compressed semester schedule in a variety of formats (e.g., in-person, remote, and a hybrid of in-person and remote sessions); an unexpected, different mode of instruction may influence student evaluations. Spring 2021 continued to have campus restrictions on the physical buildings and activities within, including those in research labs, in order to abide by CDC recommendations and University System of Georgia guidance. The teaching modes continued to be a mixture of remote, hybrid, and in-person throughout Spring 2021.

We ask that evaluators consider the candidate's overall record in light of the many dimensions by which the candidate's progress, particularly related to research, may have been affected by Covid-19, including but not limited to:

- Changing household circumstances due to lockdown, including school and childcare closures, spread of illness, and unemployment of family members.
- Loss of access to labs, both Georgia Tech facilities and national labs, a circumstance likely to have impacts beyond the next year, due to cascading scheduling.
- Loss of access to archives, library materials, and fieldwork sites.
- Long-term disruption of research involving human subjects or fieldwork due to Institute-required stoppages and also the difficulty of recruiting participants during the pandemic.
- Shift in intellectual focus of scholarship from experiments to modeling, which may be less effective or publishable in some research areas.
- Loss of previous funding and lack of new funding, particular concerns for those relying on industry relationships.
- Impacts of changes to less familiar instructional modes (i.e., online and hybrid) influencing student evaluations of teaching, perhaps based on individual student preference for in-person or online mode of delivery.
- Being enlisted to teach less familiar or new courses due to program needs.
- Fewer opportunities to teach specialized, smaller-enrollment courses because of fewer on-campus students.
- Fewer opportunities to teach since some faculty were encouraged to reduce program budgets by buying out courses, resulting in fewer teaching evaluations.
- Slowed student progress toward a degree. For example, expectations that assistant professors will have graduated doctoral students in some degree programs prior to tenure should be moderated.
- Fewer new international graduate students and postdocs being able to enter the United States, impacting advising of students and research productivity of faculty.
- Students and visiting scholars interrupting or discontinuing their studies and work to return to their home countries.
- Cancelled opportunities to present at conferences, which diminishes opportunities for networking, visibility, and professional service.
- Lost opportunities for seminar visits.
- Diminished research outcomes due to lockdown and budgetary problems affecting publication venues (e.g., journals and presses).
- Greater difficulty in obtaining external references, due to increased faculty workload around the world.
- Taking on different roles to help with budgets, teaching, and student expectations/needs during this changing time.

Some of these effects can be quantified, and faculty have been allowed to footnote events and opportunities that would have occurred (e.g., seminar visits and conference talks) or which were impacted (e.g., grant budget reductions or stoppages) by the pandemic with a footnote such as "Cancelled due to Covid-19."

Academic Promotion and Tenure, Tenure Track

Thank you, Professor *[insert name here]*, for agreeing to serve as an external reviewer for Dr. Georgia Burdell, Assistant Professor in the School of *[insert name here]* at the Georgia Institute of Technology. As you may recall, Dr. Georgia Burdell is a candidate for *[insert position here]* during the 20XX-20XX academic year. This process requires comments on the quality, creativity, and impact of the candidate's contributions from disciplinary experts outside of Georgia Tech.

You will be asked to review a collection of material including three to five intellectual products, the candidate's vitae, and a statement of accomplishments, which our [Faculty Handbook](#) limits to five pages.

Please provide a candid assessment of the candidate's accomplishments across their portfolio of creative scholarship, education, and service, drawing from materials presented in the package as well as your own knowledge of their achievements. Most critically, your assessment of the candidate's impact is deeply valued. We define impact as transformative contributions to their scholarly discipline; educational pedagogy; inclusive community-building activities; and/or public engagement, among other contributions.

Georgia Tech recognizes that Covid-19 circumstances affected productivity and achievement of many faculty members, as described in the Covid-19 Impact section below. The candidate may have noted in the CV or narrative that extraordinary pandemic circumstances in 2020 and 2021 affected their research, teaching, and/or service. We ask that your assessment of the candidate's accomplishments take these special circumstances into account.

It is the policy of the Georgia Institute of Technology to maintain the confidentiality of your evaluation to the greatest possible extent permitted by law. While the Georgia Open Records Act does apply, [Dr. Burdell *\[insert text here\]* signed a statement that Dr. Burdell will not request to see letters from outside referees or seek their identity.](#) However, we ask that you indicate in your letter that you desire that it be treated as a confidential personnel document by including the following wording: "By signing and submitting this reference letter, I expect that my identity will be kept confidential and that my letter will be treated as a confidential personnel document."

Your letter should be directed to Dr. *[insert name here]* and it will become part of the dossier prepared for Dr. Burdell. Please, explicitly state your past/current relationship to the candidate in your letter.

You will also be asked to enter a brief (maximum 100 word) biosketch. Since your letter will be reviewed by others in the Institute who will not necessarily be familiar with you or your field, this information will provide perspective.

I thank you for your assistance and look forward to receiving your review at your earliest convenience, but not later than *[insert date here]*. If you do not feel comfortable uploading your letter into our electronic system, you may email a PDF version of your letter on letterhead to *[insert name here]* and follow up with a signed copy in the mail. Thank you for your cooperation. Georgia Tech values your insight and appreciates your time and effort in participating in this important process.

Covid-19 Impact

Due to Covid-19, all untenured faculty members were allowed a one-year extension of their probationary period. We do not expect productivity during the period disrupted by the pandemic to match that of other academic years. Please also note that teaching evaluations were not collected for individual faculty in Spring 2020 because of the sudden move to remote learning in the second half of the academic term. Teaching in Fall 2020 was conducted over a compressed semester schedule in a variety of formats (e.g., in-person, remote, and a hybrid of in-person and remote sessions); an unexpected, different mode of instruction may influence student evaluations. Spring 2021 continued to have campus restrictions on the physical buildings and activities within, including those in research labs, in order to abide by CDC recommendations and University System of Georgia guidance. The teaching modes continued to be a mixture of remote, hybrid, and in-person throughout Spring 2021.

We ask that evaluators consider the candidate's overall record in light of the many dimensions by which the candidate's progress, particularly related to research, may have been affected by Covid-19, including but not limited to:

- Changing household circumstances due to lockdown, including school and childcare closures, spread of illness, and unemployment of family members.
- Loss of access to labs, both Georgia Tech facilities and national labs, a circumstance likely to have impacts beyond the next year, due to cascading scheduling.
- Loss of access to archives, library materials, and fieldwork sites.
- Long-term disruption of research involving human subjects or fieldwork due to Institute-required stoppages and also the difficulty of recruiting participants during the pandemic.
- Shift in intellectual focus of scholarship from experiments to modeling, which may be less effective or publishable in some research areas.
- Loss of previous funding and lack of new funding, particular concerns for those relying on industry relationships.
- Impacts of changes to less familiar instructional modes (i.e., online and hybrid) influencing student evaluations of teaching, perhaps based on individual student preference for in-person or online mode of delivery.
- Being enlisted to teach less familiar or new courses due to program needs.
- Fewer opportunities to teach specialized, smaller-enrollment courses because of fewer on-campus students.
- Fewer opportunities to teach since some faculty were encouraged to reduce program budgets by buying out courses, resulting in fewer teaching evaluations.
- Slowed student progress toward a degree. For example, expectations that assistant professors will have graduated doctoral students in some degree programs prior to tenure should be moderated.
- Fewer new international graduate students and postdocs being able to enter the United States, impacting advising of students and research productivity of faculty.
- Students and visiting scholars interrupting or discontinuing their studies and work to return to their home countries.
- Cancelled opportunities to present at conferences, which diminishes opportunities for networking, visibility, and professional service.
- Lost opportunities for seminar visits.
- Diminished research outcomes due to lockdown and budgetary problems affecting publication venues (e.g., journals and presses).
- Greater difficulty in obtaining external references, due to increased faculty workload around the world.
- Taking on different roles to help with budgets, teaching, and student expectations needs during this changing time.

Some of these effects can be quantified, and faculty have been allowed to footnote events and opportunities that would have occurred (e.g., seminar visits and conference talks) or which were impacted (e.g., grant budget reductions or stoppages) by the pandemic with a footnote such as “Cancelled due to Covid-19.”

Lecturer, Non-Tenure Track

Thank you, Professor [*insert name here*], for agreeing to serve as an external reviewer for Georgia Burdell, Assistant Professor in the School of [*insert name here*] at the Georgia Institute of Technology. As you may recall, Georgia Burdell is a candidate for promotion to Associate Professor during the 20XX-20XX academic year. This process requires comments on the candidate's contributions from experts.

You will be asked to review a collection of materials, including Georgia Burdell's vitae and teaching portfolio. Lecturers are expected to focus on classroom instruction, but service activities can be part of their duties and included in evaluation for promotion. Professional development may also be included in evaluation for promotion, and in rare cases, administrative duties may be assigned as a small percentage of the position responsibilities. Any service, professional development, or administrative responsibilities should be outlined in the narrative. However, classroom instruction should account for a majority of the workload for lecturers of all ranks. ([Link to Georgia Tech's promotion policy for Non-Tenure Track faculty.](#))

Please provide a candid assessment of the candidate's teaching and educational contributions based on the enclosed package, along with any knowledge you might have of other contributions. Most critically, your assessment of the candidate's impact is deeply valued. We define impact as transformative contributions to classroom instruction; educational pedagogy; the scholarly discipline; inclusive community-building activities; and/or public engagement, among other contributions.

It is the policy of the Georgia Institute of Technology to maintain the confidentiality of your evaluation to the greatest possible extent permitted by law. While the Georgia Open Records Act does apply, Burdell [*insert text here*] signed a statement that Burdell will not request to see letters from outside referees or seek their identity. However, we ask that you indicate in your letter that you desire that it be treated as a confidential personnel document by including the following wording: "By signing and submitting this reference letter, I expect that my identity will be kept confidential and that my letter will be treated as a confidential personnel document."

Your letter should be directed to [*insert name here*] and it will become part of the dossier prepared for Burdell. Please explicitly state your past/current relationship to the candidate in your letter.

You will also be asked to enter a brief (maximum 100 word) biosketch. Since your letter will be reviewed by others in the Institute who will not necessarily be familiar with you or your field, this information will provide perspective.

I thank you for your assistance and look forward to receiving your review at your earliest convenience, but no later than [*insert date here*]. If you do not feel comfortable uploading your letter into our electronic system, you may email a PDF version of your letter on letterhead to [*insert name here*] and follow up with a signed copy in the mail. Thank you for your cooperation.

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Covid-19 Impact

Due to Covid-19, all untenured faculty members were allowed a one-year extension of their probationary period. We do not expect productivity during the period disrupted by the pandemic to match that of other academic years. Please also note that teaching evaluations were not collected for individual faculty in Spring 2020 because of the sudden move to remote learning in the second half of the academic term. Teaching in Fall 2020 was conducted over a compressed semester schedule in a variety of formats (e.g., in-person, remote, and a hybrid of in-person and remote sessions); an unexpected, different mode of instruction may influence student evaluations. Spring 2021 continued to have campus restrictions on the physical buildings and activities within, including those in research labs, in order to abide by CDC recommendations and University System of Georgia guidance. The teaching modes continued to be a mixture of remote, hybrid, and in-person throughout Spring 2021.

We ask that evaluators consider the candidate's overall record in light of the many dimensions by which the candidate's progress, particularly related to research, may have been affected by Covid-19, including but not limited to:

- Changing household circumstances due to lockdown, including school and childcare closures, spread of illness, and unemployment of family members.
- Loss of access to labs, both Georgia Tech facilities and national labs, a circumstance likely to have impacts beyond the next year, due to cascading scheduling.
- Loss of access to archives, library materials, and fieldwork sites.
- Long-term disruption of research involving human subjects or fieldwork due to Institute-required stoppages and also the difficulty of recruiting participants during the pandemic.
- Shift in intellectual focus of scholarship from experiments to modeling, which may be less effective or publishable in some research areas.
- Loss of previous funding and lack of new funding, particular concerns for those relying on industry relationships.
- Impacts of changes to less familiar instructional modes (i.e., online and hybrid) influencing student evaluations of teaching, perhaps based on individual student preference for in-person or online mode of delivery.
- Being enlisted to teach less familiar or new courses due to program needs.
- Fewer opportunities to teach specialized, smaller-enrollment courses because of fewer on-campus students.
- Fewer opportunities to teach since some faculty were encouraged to reduce program budgets by buying out courses, resulting in fewer teaching evaluations.
- Slowed student progress toward a degree. For example, expectations that assistant professors will have graduated doctoral students in some degree programs prior to tenure should be moderated.
- Fewer new international graduate students and postdocs being able to enter the United States, impacting advising of students and research productivity of faculty.
- Students and visiting scholars interrupting or discontinuing their studies and work to return to their home countries.
- Cancelled opportunities to present at conferences, which diminishes opportunities for networking, visibility, and professional service.
- Lost opportunities for seminar visits.
- Diminished research outcomes due to lockdown and budgetary problems affecting publication venues (e.g., journals and presses).
- Greater difficulty in obtaining external references, due to increased faculty workload around the world.
- Taking on different roles to help with budgets, teaching, and student expectations/needs during this changing time.

Some of these effects can be quantified, and faculty have been allowed to footnote events and opportunities that would have occurred (e.g., seminar visits and conference talks) or which were impacted (e.g., grant budget reductions or stoppages) by the pandemic with a footnote such as “Cancelled due to Covid-19.”

Librarians and Archivists, Non-Tenure Track

Thank you, Professor [*insert name here*], for agreeing to serve as an external reviewer for Georgia Burdell, Assistant Professor in the Library at the Georgia Institute of Technology. Georgia Burdell is a candidate for promotion to Associate Professor during the 20XX-20XX academic year. This process requires comments on the candidate's professional contributions from experts.

You will be asked to review a collection of materials, including Georgia Burdell's vitae, examples of relevant creative work, and a statement of accomplishments which our Faculty Handbook limits to five pages.

Librarians and Archivists are expected to excel in their positions held at the Georgia Institute of Technology. The vast majority of their time should be spent on carrying out assigned duties within the Library; the rest of their time should be distributed equally to scholarship and service. Service typically includes service to the Library, Georgia Institute of Technology, and the library profession which are beyond Georgia Burdell's primary job responsibilities. There are four levels within the Librarian/Archivist track ranging from level I to IV.

Please provide a candid assessment of the candidate's accomplishments across their portfolio of responsibilities, drawing from the materials presented in the package as well as your own knowledge of their achievements. Most critically, your assessment of the candidate's impact is deeply valued. We define impact as transformative contributions to their role in the Library; scholarship; inclusive community-building activities; and/or public engagement, among other contributions

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Your letter should be directed to Dr. Leslie Sharp, Dean of Libraries, and it will become part of the dossier prepared for Georgia Burdell. Please explicitly state your past/current relationship to the candidate in your letter.

You will also be asked to enter a brief (maximum 100 word) biosketch. Since your letter will be reviewed by others in the Institute who will not necessarily be familiar with you or your field, this information will provide perspective.

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We ask that evaluators consider the candidate's overall record in light of the many dimensions by which the candidate's progress, particularly related to research, may have been affected by Covid-19, including but not limited to:

- Changing household circumstances due to lockdown, including school and childcare closures, spread of illness, and unemployment of family members.
- Loss of access to labs, both Georgia Tech facilities and national labs, a circumstance likely to have impacts beyond the next year, due to cascading scheduling.
- Loss of access to archives, library materials, and fieldwork sites.
- Long-term disruption of research involving human subjects or fieldwork due to Institute-required stoppages and also the difficulty of recruiting participants during the pandemic.
- Shift in intellectual focus of scholarship from experiments to modeling, which may be less effective or publishable in some research areas.
- Loss of previous funding and lack of new funding, particular concerns for those relying on industry relationships.
- Impacts of changes to less familiar instructional modes (i.e., online and hybrid) influencing student evaluations of teaching, perhaps based on individual student preference for in-person or online mode of delivery.
- Being enlisted to teach less familiar or new courses due to program needs.
- Fewer opportunities to teach specialized, smaller-enrollment courses because of fewer on-campus students.
- Fewer opportunities to teach since some faculty were encouraged to reduce program budgets by buying out courses, resulting in fewer teaching evaluations.
- Slowed student progress toward a degree. For example, expectations that assistant professors will have graduated doctoral students in some degree programs prior to tenure should be moderated.
- Fewer new international graduate students and postdocs being able to enter the United States, impacting advising of students and research productivity of faculty.
- Students and visiting scholars interrupting or discontinuing their studies and work to return to their home countries.
- Cancelled opportunities to present at conferences, which diminishes opportunities for networking, visibility, and professional service.
- Lost opportunities for seminar visits.
- Diminished research outcomes due to lockdown and budgetary problems affecting publication venues (e.g., journals and presses).
- Greater difficulty in obtaining external references, due to increased faculty workload around the world.
- Taking on different roles to help with budgets, teaching, and student expectations/needs during this changing time.

Some of these effects can be quantified, and faculty have been allowed to footnote events and opportunities that would have occurred (e.g., seminar visits and conference talks) or which were impacted (e.g., grant budget reductions or stoppages) by the pandemic with a footnote such as “Cancelled due to Covid-19.”

Research, Non-Tenure Track

Thank you, Professor *[insert name here]*, for providing an external evaluation for *[insert address here]* Burdell for advancement to the title of *[insert title here]* at the Georgia Institute of Technology. As mentioned in your emailed request, this letter is a significant component of the materials forwarded to the Georgia Tech Executive Vice President for Research and the Georgia Tech President for their review and recommendation for this distinction.

To assist you with writing your letter, you may click on the link below to view and download an abstract of the criteria for promotion to this rank. Please address your letter to the attention of "*[insert unit name here]* Promotion Committee."

Please provide this evaluation (preferably on your company/organization's letterhead) on or before *[insert date here]*. If you prefer not to submit your letter into this secure system, please reply to the original email you received about this evaluation with a PDF version of your letter.

[Link to Abstract of the Criteria for Promotion](#)