

Promotion and Tenure Workshop for Tenure- Track Faculty

**Vice Provost for Faculty Office
3 February 2026**

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.

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 promotion/tenure or not (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 outcomes.	Mid-late April
Promotions/tenure go into effect.	August 1

Promotion and Tenure Criteria

Minimum Expectations in All Professorial Ranks for Promotion

- Excellent teaching and effectiveness in instruction
- Noteworthy involvement in student success activities, as evidenced by activities within teaching and instruction, academic achievement, and service
- Noteworthy professional service to the Institute and/or the community
- Noteworthy research, scholarship, creative activity or academic achievement
- Continuous professional growth and development, within the context of rank and responsibilities

Noteworthy achievement is expected in at least 3, and at least 4 years of service in grade.

Minimum Expectations in All Professorial Ranks for Tenure

- Excellence and effectiveness in teaching and instruction
- Outstanding involvement in student success activities, as evidenced by activities within teaching and instruction, academic achievement, and service
- Academic achievement, as appropriate to the mission
- Outstanding service to the Institute, profession or community
- Professional growth and development, within the context of rank and responsibilities

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

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

Teaching and Instruction

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

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

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 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 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.

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 that 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 climate, and constructive and timely feedback.

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 Work (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 optional 1-2 page [Work Impact Statement](#) here)

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.

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 Academic Effectiveness](#) website for the five years preceding the review as soon as the data become 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.

Work Impact Statement

Georgia Tech recognizes that external factors (e.g., COVID-19, lab shutdowns, funding cuts, caring for a sick family member, etc.) can affect a faculty member's productivity. To ensure that a candidate's academic record is contextualized, Candidates are encouraged to document these circumstances with an explanation of how their professional work has been impacted (e.g., limited access to research facilities, pivot in research direction due to change in sponsor priorities or policy, reduced writing time, inability to fund graduate students, etc.).

- Placement is in your narrative and/or as an addendum uploaded in the Additional Documents section – limited to 2 pages in standard format. The narrative goes to external reviewers; the addendum is viewable by all internal reviewers but not by external ones.
- When you add a *Work 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 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 XXX." CVs are accessible to external reviewers

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 list.

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.

Candidates are NOT to contact potential reviewers.

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 assess candidates’ accomplishments drawing from materials presented in the package as well as their own knowledge of the candidates’ achievements.

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.**

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
- Work Impact Statement (optional)
- Signed statement of completeness and signed waiver of right to access confidential information

* Documents shared with external reviewers.

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](#)
- [Teaching Portfolio Guidance](#)
- [CV Template](#)
- [Waiver of Right to Access Confidential Information](#)
- [Statement of Completeness](#)
- [CLOS Scores Table](#)
- [CLOS 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