CoE RPT OVERVIEW
AY 22/23

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March 15, 2022
Overview of RPT

Reappointment (Critical) Review
• Non-tenured faculty
• Happens during 3rd academic year at GT → means paperwork due Early Fall at start of 3rd year
• Packages typically due late Summer

Tenure Review
• After 5 complete academic years, no later than 6 → paperwork typically due April/May of 5th year
• May include up to 3 years credit for time at previous institutions
• Cases for early tenure
• Packages typically due May 1

Promotion Review
• Asst → Assoc Prof: during 6th academic year
• Assoc → Full Prof: 1st eligible during 6th year after Assoc promotion
• Cases for early promotion

Periodic Peer Review (PPR)
• 1st PPR occurs 5 years after tenure
• Subsequently, every 5 (or 3) years, depending on outcome
Considering going up early?
Discuss with your chair.

Pre-tenure faculty hired 10/16/14-10/15/20 granted 1-year automatic COVID extension to ‘must go up’ year, but retain ability to go up on regular time.

All pre-tenure faculty may apply for an additional 1-year extension, within a year of the affecting event.
# Example (Normal) Timeline Cases

**Tenure Track Faculty Hired Without Tenure – Tenure Timeline***

<table>
<thead>
<tr>
<th></th>
<th>No Prior Service Credit</th>
<th>Hired after October 15</th>
<th>1 Year of Prior Service Credit</th>
<th>2 Years of Prior Service Credit</th>
<th>3 Years of Prior Service Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 at GT</td>
<td></td>
<td></td>
<td>Does not count towards tenure clock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 at GT</td>
<td></td>
<td></td>
<td></td>
<td>Early Eligible</td>
<td></td>
</tr>
<tr>
<td>Year 3 at GT</td>
<td>Critical Review Year</td>
<td></td>
<td>Critical Review Year</td>
<td>Early Eligible, Critical Review Year</td>
<td>Eligible, Critical Review Year</td>
</tr>
<tr>
<td>Year 4 at GT</td>
<td></td>
<td>Critical Review Year</td>
<td>Early Eligible</td>
<td>Eligible</td>
<td>Eligible</td>
</tr>
<tr>
<td>Year 5 at GT</td>
<td>Early Eligible</td>
<td></td>
<td>Eligible</td>
<td>Eligible</td>
<td>Eligible</td>
</tr>
<tr>
<td>Year 6 at GT</td>
<td>Required</td>
<td>Eligible</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Year 7 at GT</td>
<td>Terminal Year</td>
<td>Required</td>
<td>Terminal Year</td>
<td>Terminal Year</td>
<td>Terminal Year</td>
</tr>
<tr>
<td>Year 8 at GT</td>
<td></td>
<td>Terminal Year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Tenure clock “Years” start August 15 annually.
Hire dates after October 15 do not count toward Year 1.
The candidate’s tenure clock will start the following year.
Flexibility due to COVID-19

- 1-year automatic extension to the probationary period for each individual untenured tenure-track faculty member hired between Oct. 16, 2014 and Oct. 15, 2020.
  - Faculty currently serving their 3rd through 6th year of service receive a one-year extension.
  - All faculty – independent of hire date - can apply for a one-year extension, due to Covid impacts, even in addition to the one-year automatic extension. Faculty should apply within 12 months of the precipitating event.

- Faculty members may individually then choose to use or not use that extension, meaning that this does not change the first year that they can go up for tenure, but it does change the last year that they must go up.

- Several special cases are clarified in the policy (see link below); when in doubt, check!
  - Faculty members who have not yet gone through the Third Year Critical Review (hired October 16, 2014-October 15, 2020) have a choice of going up in their third year (if they chose not use the tenure extension) or the following year (if they do use the tenure extension). Their choice to use or not use the extension when they go up for tenure is independent of the choice that they made for Critical Review.

https://provost.gatech.edu/coronavirus-response
## Flexibility due to COVID-19

<table>
<thead>
<tr>
<th>Normal Timeline</th>
<th>Extended Timeline Options Due to COVID-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenure Track Start Date</strong></td>
<td><strong>Tenure Track Start Date</strong></td>
</tr>
<tr>
<td>8/15/2019</td>
<td>8/15/2019</td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>2019-2020</td>
<td>2019-2020</td>
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<tr>
<td><strong>Year 2</strong></td>
<td><strong>Year 2</strong></td>
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<tr>
<td>2020-2021</td>
<td>2020-2021</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td><strong>Year 3</strong></td>
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<tr>
<td>2021-2022</td>
<td>2021-2022</td>
</tr>
<tr>
<td>Normal critical Review Year</td>
<td>Normal critical review year or candidate can delay Critical Review due to COVID-19</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td><strong>Year 4</strong></td>
</tr>
<tr>
<td>2022-2023</td>
<td>2022-2023</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td><strong>Year 5</strong></td>
</tr>
<tr>
<td>2023-2024</td>
<td>2023-2024</td>
</tr>
<tr>
<td>Early tenure year</td>
<td>Early tenure year on normal timeline</td>
</tr>
<tr>
<td><strong>Year 6</strong></td>
<td><strong>Year 6</strong></td>
</tr>
<tr>
<td>2024-2025</td>
<td>2024-2025</td>
</tr>
<tr>
<td>Required (normal) tenure year</td>
<td>Normal tenure year or candidate can extend timeline due to COVID-19</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td><strong>Year 7</strong></td>
</tr>
<tr>
<td>2025-2026</td>
<td>2025-2026</td>
</tr>
<tr>
<td>Terminal year without tenure</td>
<td>Terminal year on normal timeline or new required year due to COVID-19 extension</td>
</tr>
<tr>
<td><strong>Year 8</strong></td>
<td><strong>Year 8</strong></td>
</tr>
<tr>
<td>2026-2027</td>
<td>2026-2027</td>
</tr>
<tr>
<td></td>
<td>New Terminal Year due to COVID-19 Extension</td>
</tr>
</tbody>
</table>
RULES FOR RPT

Board of Regents Policy Manual
https://www.usg.edu/policies/

Georgia Tech Faculty Handbook
https://policylibrary.gatech.edu/faculty_handbook

Section 3.3.3  Reappointment of Tenure Track Faculty without Tenure (includes critical review)
Section 3.3.4  Tenure and Promotion Overview
Section 3.3.5  Tenure
Section 3.3.6  Promotion
Section 3.3.7  Promotion and Tenure Evaluation
Section 3.3.8  Promotion and Tenure Procedures
Section 3.3.9  Periodic Peer Review Policy
From Section 3.3.5 of the GT Faculty Handbook on Tenure Minimum expectations in all professorial ranks are:

- 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 in all of the above need not be demanded, but should be expected in at least two (2).

Tenure may be awarded upon completion of a probationary period of at least 5 years of full-time service at the rank of Assistant Professor or higher.

GT is currently defining metrics for student success. This element will be included in RPT starting in AY 23-24.
PROMOTION CRITERIA: ANY RANK

From Section 3.3.6 of the GT Faculty Handbook, below are the criteria for promotion.

Minimum expectations in all professorial ranks are:

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

Noteworthy achievement in all of the above areas is not required but should be demonstrated in at least two areas.
PROMOTION CRITERIA: TO ASSOC PROF

From Assistant to Associate Professor

• Sufficient time in grade. Generally, five (5) or more years in grade are expected. Three (3) years in grade, at least two (2) of them at Georgia Tech, or two (2) years of relevant professional experience plus two (2) years as an Assistant Professor at Georgia Tech, are a minimum requirement. Credit for previous academic or professional experience should be explicitly stated at the time of employment.

• A doctorate in an appropriate discipline or experience which is of value comparable to the doctorate in preparing the candidate for the role of an educator.

• Clear evidence of effective teaching.

• Clear evidence of creativity while at Georgia Tech.

• Clear evidence of contributions to Georgia Tech in meaningful ways by service to the Institute, to the public, or to appropriate professional organizations.

A candidate for promotion to Associate Professor should satisfy the first four (4) of these qualifications. Marginal qualifications in any of these areas might be compensated for by strength in the fifth.
PROMOTION CRITERIA: TO PROF

From Associate to Professor

- Sufficient time in grade. Generally, six (6) or more years in rank are expected. Three (3) years at the Associate Professor rank, at least two (2) of them at Georgia Tech, or two (2) years of relevant professional experience plus two (2) years as an Associate Professor at Georgia Tech are considered a minimum requirement before promotion. Credit for previous academic or professional experience should be explicitly stated at the time of employment.
- A doctorate in an appropriate discipline or experience which is of value comparable to the doctorate in preparing the candidate for the role of an educator.
- Significant contributions as an educator.
- Clear evidence of significant creativity.
- Evidence that the candidate is making substantial contributions to Georgia Tech by service to the Institute, to the public, or to the profession.
- Broad recognition in terms of visiting professorships, invitations to give papers or seminars, memberships on national committees, offices in professional societies, or other appropriate honors.

A candidate for promotion to Professor should satisfy clearly the first four (4) of these qualifications and should have some demonstrable accomplishments in the last two.
P&T PACKAGE COMPONENTS

- Coversheet
- **Candidate Bio**
- Dean Letter
- College Committee Letter
- School Chair Letter
- School RPT Committee Letter
- Area Committee Letter
- **Candidate’s CIOS**
- Reference List
- Sample Reference Request Letter
- **Reviewer Biosketches**
- Reference Letters
- **Candidate’s Statement of Accomplishments**
- **Candidate’s CV**
- **Candidate’s Statement of Completeness**
- **Candidate’s Waiver**

5 Intellectual Products

- Indicates items submitted by candidate

Under additional documents in PROMOTE
- Unfunded proposals section of CV
- COVID Statement

Use CoE CV format

https://rpt.coe.gatech.edu/rpt-information-forms-guidelines/
CRITICAL REVIEW PACKAGE COMPONENTS

- Coversheet
- **Candidate Bio**
- Dean Letter
- College Committee Letter
- School Chair Letter
- School RPT Committee Letter
- Area Committee Letter
- **Candidate’s CIOS**
- **Candidate’s Statement of Accomplishments**
- **Candidate’s CV (with table of contents)**
- **Candidate’s Statement of Completeness**

5 Intellectual Products

- Indicates items submitted by candidate
- Use COE CV Format

Under additional documents in PROMOTE
  - Unfunded proposals section of CV
  - COVID Statement

https://rpt.coe.gatech.edu/rpt-information-forms-guidelines/
Candidate must be added to the system by School RPT Administrator before uploading materials.

https://www.techtools.gatech.edu/pt/#/
Candidate must be added to the system by School RPT Administrator before uploading materials.

https://www.techtools.gatech.edu/pt/##/
BIOGRAPHICAL SKETCH

• Summary of candidate’s career at Georgia Tech
• 150-word limit, 12 point or larger font
• Written in third person
• First sentence states candidate name, current rank, and school
• Should explain candidate's research area briefly including why it is important
• List candidate’s degrees, give general description of educational and scholarly activities, and name a few major awards
• 1-2 sentences on impact can be included
• No picture
INSTITUTE/COE CV FORMAT

• Institute CV format required for all candidates; COE faculty use additional headings
  https://rpt.coe.gatech.edu/files/2022/01/coe-standard-cv-format-for-rpt-march2021.docx

• Do not delete or change the top-level (Institute) headings so that they maintain consistency with Institute format
  ➢ Report “no data” under (Institute template) sections where there is nothing to report
  ➢ Can delete COE headings (blue in the template) where you have no data

• Items required
  ➢ Table of contents
  ➢ CV must be **bookmarked** by major sections
  ➢ Page numbers
  ➢ Date on CV – date CV was generated/submitted
  ➢ 11 points **or higher** font
  ➢ Margins no less than ¾ inch
Helpful hints to organize your CV:

1. Number your lists – Avoid using bulleted items where numbered items would make the CV easier to evaluate.

2. Choose chronological or reverse order and use consistently. (most faculty choose reverse chronological order, with newer contributions first)

3. Separate keynote/plenary talks, invited conference/workshop presentations, and invited seminars from conference/workshop presentations. The invitations show “broader recognition” and these talks have different purposes and audiences and should be listed separately.

4. Separate national/international awards from School/Institute awards (as in CoE CV version).

5. List proposals submitted not funded or projects in a non-disclosure phase as an appendix to the CV in a separate document, uploaded into PROMOTE under “additional documents”.*

*Additional documents do not go to external reviewers
Helpful hints to organize your CV – Continued

**Item G: Society and Policy Impacts** – Examples of what other faculty have included in this section include:

- Social media activities (e.g., Twitter handle, YouTube channel, podcasts, etc), along with statistics on engagement/reach
- Media coverage/features/releases (Web, TV, Radio, Print), including links
- Descriptions of the impact of candidate’s research relative to field, in industry, or policy (global or national)
- Testimony to legislative panels, state senate, US congress, etc.
- Activities related to outreach including K-12 students, high school teachers, and underrepresented groups in engineering
- Participation in local/national science and engineering festivals
Selection is entirely up to the candidate.

- **Peer-review** of these is often viewed as important by the internal committees
  - Many faculty select 5 journal or selective conference papers (typically published or accepted for publication)
  - Funded proposals, awarded patents, other items have also been included.

- Select products that demonstrate your expertise and impact
  - Products with your students
  - Collaborations where you are lead or corresponding author (varies by community)

- Think about balance between contributions at GT and those prior to GT (which may have more demonstrated impact)
CANDIDATE STATEMENT

– 3-5 pages (10-point min.) font with 1-inch margins, single spaced.

– Candidate’s “voice” in the package.
  • Provide perspective on the candidate’s accomplishments at GT with regard to scholarship and creativity, education (teaching and mentoring) & service
  • Should point out innovative elements of their scholarship and educational contributions and their **impact**
  • Clarify contributions in collaborative work
  • Describe advising styles and results, teaching and advising philosophies, innovations, and responses to teaching evaluations

– Should **not** summarize the 3-5 example intellectual products but rather **place them and their impact in context** of their discipline, School, College, and/or Institute.
CIOS — One element of Teaching Effectiveness

• All candidates provide a CIOS table, reporting responses to *Considering everything, the instructor was an effective teacher*

• **Must** contain normative data for the Institute and candidate’s College at the top of the table → these data can be found at https://www.academiceffectiveness.gatech.edu/surveys/cios/norm-data

➢ Template for CIOS data table - https://rpt.coe.gatech.edu/files/2022/03/rpt_cios_template_cross-listed-coe_2022.xlsx

➢ Instructions for accessing CIOS reports https://rpt.coe.gatech.edu/files/2022/01/smart-evals-reporting-guide-item-10-reports_1.pdf

➢ Faculty members teaching a cross-listed course with a small number of students in each section may combine the scores using the standard table format and use normative data for the combined size

➢ The CIOS table is required to be in landscape orientation.

• Upload the CIOS Table under the Teaching Effectiveness Tab in PROMOTE

• For guidance on discussing teaching effectiveness in the 3-5 page narrative statement, candidates are encouraged to review section 3.3.7 in the Faculty Handbook and the RPT Guidance document from the Office of the Vice Provost for Faculty.
Teaching Effectiveness - NEW

- Optional for AY 22/23 cycle –
  - Can add separate table, with additional CIOS scores. This is in addition to the Institute CIOS table with normative data for the "Considering everything, the instructor was an effective teacher" question.

- Additional evidence of teaching effectiveness, limited to 2 pages, as guided by the “Teaching Skills and Methods” entry on the GT Faculty Handbook Section 3.3.7

- Additional optional documents (Additional Score table, 2-Page summary) should be uploaded under the “Additional Documents” tab in PROMOTE. These documents will not be seen by external reviewers.
For the current RPT review cycle (AY22-23), all candidates are required to submit a COVID Impact Statement:

- Required for AY 22-23 Cycle – Upload under “Additional Documents” in PROMOTE
- Limited to 2 pages, but can be as short as 1 sentence, "the candidate experienced no impacts"
- Not visible to outside reviewers
- Candidates are discouraged from disclosing personal/family/health information. Instead, focus on the impact on your work and not the specific sources of the disruption.
- When you add the Covid Impact Statement, include changes, if any, 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.

Can also document COVID impacts in:

- **5-page narrative:** Add a section “COVID-19 Impacts on Professional Activities
- **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.
EXTERNAL REVIEWERS

• Candidates suggest external reviewers in PROMOTE; no upper limit, but 3-5 names is typical
• Should be ....
  ➢ Full professors or senior leaders in industry research
  ➢ From “clear leaders in the field” represented by the scholarship of the candidate
  ➢ From Institutions of similar or higher stature than GT
  ➢ For promotion to full – should include one international reviewer on the list
  ➢ Associate professors should be avoided, but if used their tenure must be verified
• Can have personal or professional connection but this relationship must be declared, and the majority of letters must come from those references with no professional or personal connections to the candidate
• Candidates can request a particular individual is not contacted as an external reviewer
• Final selection of reviewers contacted per GT faculty handbook is up to School Chair and/or Unit RPT Committee
UPDATING MATERIALS

• Candidate updates done via PROMOTE after final submission
  ➢ Updates as addendum to original materials; no changes to originally submitted materials
  ➢ Two updates allowed total
  ➢ Deadlines for updates: Forthcoming
  ➢ Check with your school for internal deadlines
  ➢ COE template for CV addendum - https://rpt.coe.gatech.edu/files/2022/02/COE_Template_for_CV_Updates-2022.docx
  ➢ When update is made, candidate will certify via the PROMOTE system

• Only submit an update for definite events:
  ➢ New publication
  ➢ Student graduation
  ➢ New funding awarded
  ➢ New award
  ➢ NOT publication submissions, proposal submissions, etc. -- items that are possibilities
**Critical Review**

1. Candidate submits package
2. Area Committee Review
3. School Committee Vote
4. School Chair Vote
5. College Committee Vote
6. Dean Vote
7. Institute Committee Vote
8. President Decision

**Promotion and Tenure**

1. Candidate submits package
2. Area Committee Review
3. 5+ External References
4. School Committee Vote
5. School Chair Vote
6. College Committee Vote
7. Dean Vote
8. Institute Committee Vote
9. Provost Vote
10. President Decision
CoE P&T OUTCOMES: 2016-21

CoE Promotion & Tenure Outcomes -- 2016-2021

- Tenure Total: 64 cases (98% Yes, 1% No)
- Tenure Asst Prof: 54 cases (98% Yes, 0% No)
- Tenure Assoc Prof: 9 cases (100% Yes, 0% No)
- Tenure Prof: 1 case (100% Yes, 0% No)
- Promotion Total: 114 cases (95% Yes, 0% No)
- Promotion Asst Prof: 1 case (98% Yes, 0% No)
- Promotion Assoc Prof: 5 cases (92% Yes, 0% No)

Number of Cases

- x-axis: Tenure Total, Tenure Asst Prof, Tenure Assoc Prof, Tenure Prof, Promotion Total, Promotion Asst Prof, Promotion Assoc Prof
- y-axis: Number of Cases
- Colors: Blue for Yes, Red for No

Georgia Tech
This data includes repeat cases i.e. more than one case from the same faculty member.
RESOURCES

Dr. Kimberly Kurtis
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https://rpt.coe.gatech.edu/rpt-information-forms-guidelines/
WEB RESOURCES

• CoE website
  https://rpt.coe.gatech.edu/

• Forms and Guidelines
  https://rpt.coe.gatech.edu/rpt-information-forms-guidelines/

• Faculty Affairs
  https://faculty.gatech.edu/current-faculty/promotion-tenure

• Faculty Handbook
  https://policylibrary.gatech.edu/faculty_handbook

• Board of Regents Policy Manuals
  https://www.usg.edu/policies/

• Faculty Governance
  https://facultygovernance.gatech.edu/
QUESTIONS?
UNDERSTANDING COVID IMPACTS

Faculty committees should consider the many dimensions by which a candidate’s progress may have been affected, 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.

– 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.
UNDERSTANDING COVID IMPACTS

- 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 challenging time.

Some of these effects can be quantified. Other effects cannot be captured in a CV or a narrative statement, and reviewers are encouraged to reflect on the well-documented effects of Covid, especially on women, black, and LatinX faculty.

https://provost.gatech.edu/sites/default/files/2020-12/FAQ%20on%20COVID%20Extension%20to%20Tenure%20and%20other%20Faculty%20Events.pdf

DETAILS
253 pages | 6 x 9 | PAPERBACK

CONTRIBUTORS
Eve Higginbotham and Maria Lund Dahlberg, Editors; Committee on Investigating the Potential Impacts of COVID-19 on the Careers of Women in Academic Science, Engineering, and Medicine; Committee on Women in Science, Engineering, and Medicine; Policy and Global Affairs; National Academies of Sciences, Engineering, and Medicine