

PRESIDENT'S POSTDOCTORAL FELLOWSHIP PROGRAM

Evaluation and Selection

Candidates in all fields are evaluated by faculty reviewers in their own fields and in related fields. Faculty reviewers will evaluate candidates according to their academic accomplishments, the strength of their research proposal, and their potential for faculty careers that will contribute to representation of diverse perspectives through their teaching, research and service.

Faculty reviewers also may consider the mentor's potential to work productively with the candidate and commitment to increasing inclusion and belonging in higher education. Faculty reviewers will submit their recommendations to the Dean of the College of Engineering, where the final selections will be determined.

In evaluating the candidates' demonstrated interests and prior activities supporting inclusion and belonging through their academic careers, faculty review committees may consider the following criteria:

TEACHING AND SERVICE

(Applicants are encouraged to address these points in their Education Background Statement.)

- Applicants who offer unique perspectives and contributions to higher education through their understanding of the challenges faced by various groups in higher education careers, as evidenced by their life experiences and educational background. Examples include but are not limited to:
 - ability to articulate the obstacles faced by groups that are less commonly found in particular fields;
 - participation in higher education pipeline programs such as Summer Research Opportunity Programs or McNair Scholars.
- Applicants with a record of academic service at broadening access to higher education for groups that face challenges in entering certain fields;
- Applicants with a record of leadership or significant experience teaching and mentoring students from groups that have faced historical barriers in higher education;

- Applicants who have demonstrated significant academic achievement by overcoming barriers such as economic, social or educational disadvantage;
- Applicants with a record of leadership or significant experience performing public service addressing the needs of our increasingly diverse society.

RESEARCH

(Applicants are encouraged to address these points in their Research Proposal.)

- Applicants who bring a critical perspective to academic research, informed by their understanding of the experiences of groups that have not been widely included in higher education or academic research generally;
- Applicants in engineering fields who can articulate how their research has the potential to serve the needs of groups that historically have not been the primary focus of academic research;
- Applicants who, in addition to their primary field of interest in engineering and technology fields, can make research contributions to understanding the challenges facing groups less commonly found in these fields within higher education. For example:
 - studying patterns of participation and advancement of women and other groups that have historically faced barriers in various academic fields;
 - evaluating research programs, curricula and teaching strategies designed to enhance participation of students from groups who have had limited opportunities in higher education.
- Applicants in any field with research interests focusing on groups that have historically faced challenges and exploring social inequalities, such as race, gender, educational access, etc. For example:
 - research that addresses race or gender issues
 - research that addresses topics, such as health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights and other questions of interest to groups that have faced historical barriers.





OTHER FACTORS THAT MAY BE CONSIDERED

Faculty review committees may give less consideration to applicants who:

- Currently hold tenure-track faculty appointments or have received faculty offers
- Have had significant postdoctoral experience
- Propose to work in the department where they received their Ph.D. or currently hold postdoctoral appointments with their proposed mentor

Applicants in any of the three situations above should address their circumstances in their application. For example, an applicant who is staying in the same department due to family needs would be given full consideration.

ELIGIBILITY

The Presidential Postdoctoral Fellowship Program is open to all candidates that meet minimum requirements. Eligibility is contingent upon obtaining the Ph.D. or equivalent degree, as well as successful completion of a background investigation. Successful applicants must also present documents demonstrating that they are legally authorized to work in the United States without restrictions or limitations. Please note that in compliance with federal law, all persons selected will be required to verify identity and eligibility to work in the United States and to complete the required employment eligibility verification documents upon hire. Information regarding citizenship, gender, race and ethnicity is requested for statistical purposes only and will not be provided to the Selection Committee.

2025-2026 FELLOWSHIP DEADLINES

September 1, 2024

Online Application Process Opens

<https://ppfp.ucop.edu/>

November 15, 2024

Online Application Process Closes (11:59 p.m. Pacific Time)

January 17, 2025

Letters of Support Due

- from up to two references (Thesis advisor letter is required)
- from up to two Georgia Tech tenured/tenure-track faculty members (Mentor letter is required)

**Note: If selected for a fellowship, at least three letters of recommendation will be required to complete the Georgia Tech hiring process. In addition to the reference letters submitted in support of the PFP application, an additional reference letter is required from someone familiar with your job performance history. This additional letter cannot be from the intended Georgia Tech mentor.*

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Georgia Tech
College of
Engineering