

2024-2025

College of Engineering

**PROFESSIONAL TRACK FACULTY  
PROMOTION GUIDELINES AND PROCESS**

Month	Deadline	Initiator	Event or Process Step
November		Faculty Affairs Admin Coordinator (FAC)	Distributes process for promotion guidelines and timetable to Department Heads
November		Department Head	Department Head gathers and reviews recommendations from faculty supervisors
November	11/19/2024	Associate Dean for Faculty (ADF) and FAC	Workshop targeted to those considering promotion, those supervising someone considering promotion, and their department/school heads
November	Names and Choice of Guidelines to FAC 11/22/2024	Department Head	Department Head submits list of Professional Track Faculty promotion candidates to the ADF, copying FAC
November/ December		Department Head	Department Head requests letters of assessment to be included in dossier
November/ December		Faculty member + DH	Professional Track faculty member completes dossier using Activity Insight (AI) (will be uploaded by department into PTORP system for committee review)
December		Associate Dean for Faculty (ADF) and FAC	Committee Elections -- College and First-Level
December	ADF		Meeting with Department Heads to Review Process
December/ January	12/17/24-1/14/2025	First-Level Review Committees and College Review Committee	Mandatory Workshops for First-Level Review Committees and College Review Committee
January	1/15/2025	Department Head	Submits promotion dossiers and letters of assessment to FAC via PTORP
January	Week of 1/20/2025	Department Head and First-Level Review Committee	Department Heads charge the First-Level Review Committees
February	2/20/2025	First-Level Review Committee	First-Level Committee completes review and submits written recommendation to FAC for upload to PTORP
March	Due to FAC to distribution to College Committee: 3/6/2025	Department Head	Department Head completes review and submits written recommendation to FAC for College Professional Track Faculty Promotion Review Committee
March/April	4/04/2025	College Review Committee	College Professional Track Faculty Review Committee completes review and submits written recommendation to the ADF, copying FAC, for Dean review
May		Dean	Dean notifies candidates of promotion decision

# Guidelines and Year of Promotion

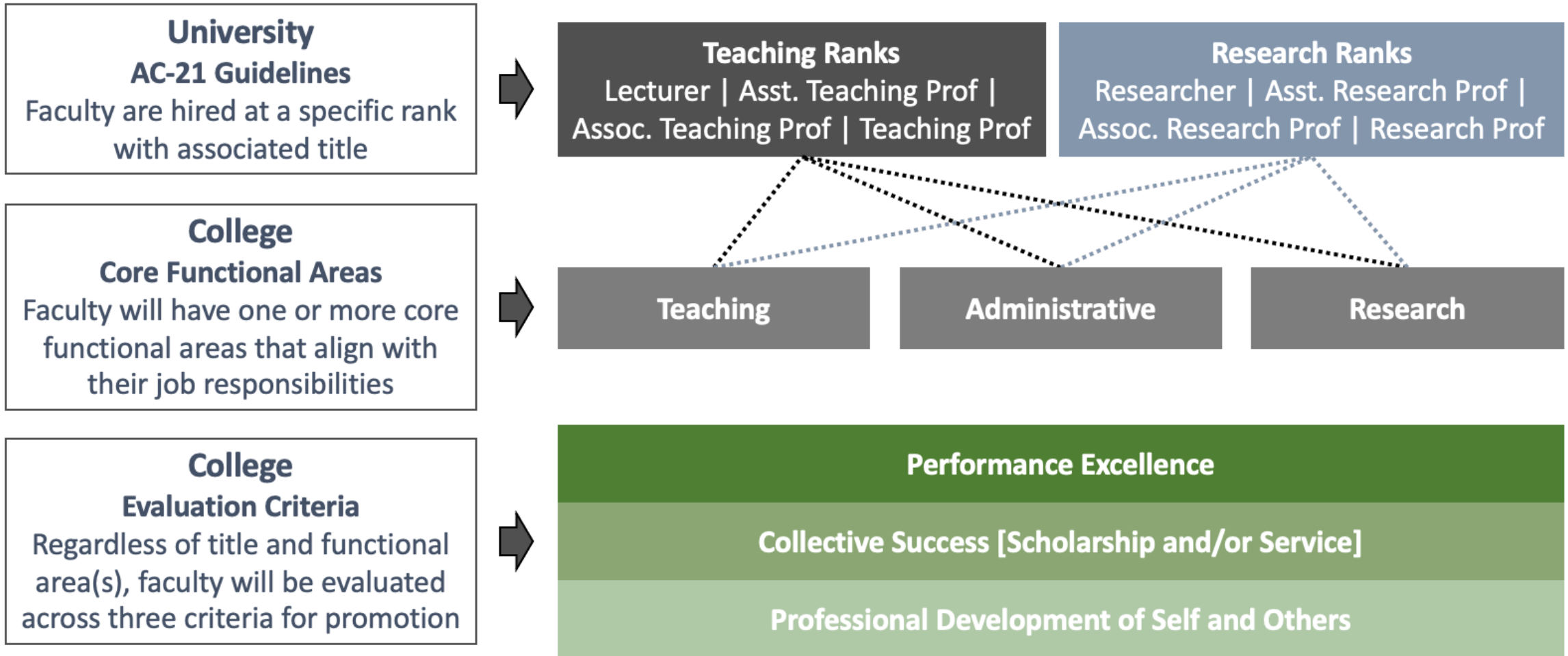
- New guidelines now in use for all
  - If an exception to use the old criteria is requested, that request must be submitted by Friday, Nov 22
- Faculty are eligible for review for first promotion during their 6<sup>th</sup> year in a full-time professional track position
  - Discuss with their department head
  - Department head may request exception for earlier review on the basis of:
    - Credit year was awarded or should have been awarded at the time of hire
    - Exceptional performance justifies consideration for early promotion

# New for 2024-2025!

**Section 3.1 (b) PROMOTION TO THE THIRD RANK:** Time-in-rank is not a criterion for promotion to the highest rank. However, by the fourth year that a faculty member holds the penultimate rank, that faculty member's supervisor and the supervisor's unit head should discuss possible consideration of the faculty member for promotion during the supervisor's annual performance review with their unit head. If the supervisor and unit head decide against considering the faculty member for promotion, the supervisor should meet with the faculty member to explain the reasons for the decision. The faculty member may opt out of annual consideration by notifying their supervisor, unit head and the Dean of Engineering. The faculty member may opt back in by notifying the same. Should a faculty member not be considered for promotion by their supervisor by their eighth year in the penultimate rank, the faculty member may self-nominate to the Dean of Engineering. If a faculty member undergoes a formal promotion review that is unsuccessful, the faculty member must wait three years before a subsequent self-nomination. This clause does not preclude a supervisor or unit head from considering the faculty member sooner. Supervisors and unit heads should bring exceptional cases for promotion consideration sooner than four years in the second rank to the attention of the Dean of Engineering.

**APPENDIX B: Peer Review of Teaching Guidelines (effective July 1, 2024)**

# New Criteria At-A-Glance



# New Evaluation Criteria—Impact Areas

Promotion candidates will be evaluated based on their primary responsibilities, defined by the core functional areas.

***Performance Excellence:*** Demonstrates excellence in executing and delivering **core job responsibilities**. Performance excellence can be demonstrated by quality and productivity measures — awards, feedback from students/colleagues/administrators, accomplishments, etc.

***Collective Success:*** Collective success looks beyond individual achievement and towards the bigger picture of the collective mission of the university, college, or unit’s strategic goals and is demonstrated as service activities. These activities **may include but go beyond the core duties of the candidate’s role and may include both internal and external activities** that support the discipline or academic community. For example, a teaching faculty member may contribute to the collective success through scholarship or administrative service; a research faculty member may contribute to teaching or administrative service; or an administrative faculty member may contribute to teaching and/or scholarship activities. The definition of ***scholarship*** is expanded to include a more inclusive view of what it means to be a scholar, specifically a “recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching.” (Boyer, 1990).

***Professional Development of Self and Others:*** The constant pursuit of personal and professional growth through self-reflection and strategic scholarship to advance and evolve to meet changing educational and research needs. This mindset also applies towards the support of others’ growth (if applicable to the role) and development through effective performance of job responsibilities.

**See Section 3.2 and Appendix C of the Guidelines!**

## CORE FUNCTIONAL AREA: **TEACHING**

To guide both promotion candidates and review committees, the following table outlines example key action words that can be helpful in communicating impact to support promotion relevant to each rank. These are **meant to be a guide and not comprehensive**. This process is designed to support the promotion candidate in demonstrating increasing depth and breadth of impact and growth as a PT faculty member moves through the ranks, regardless of specific job duties. The candidate should refer to the action word and impact area examples in the column **for the promotion title they are trying to attain**.

<b>Key Action Words:</b>	<b>Assistant Teaching (or Research) Professor (without terminal degree)</b>		<b>Associate Teaching (or Research) Professor (with or without terminal degree)</b>		<b>Teaching (or Research) Professor (w/ terminal degree)</b>	
		Improves Attends Demonstrates Develops	Involves Collaborates Reviews Supports	Serves Accomplishes Presents Improves Expands	Advises Conducts Engages Creates	Influences Initiates Leads Consults Is recognized

### **Examples across Impact Areas:**

**Note:** A PT faculty member whose primary functional area is *teaching* is not expected to demonstrate ALL of these, rather **the purpose of the following table is to demonstrate progression across ranks**. This candidate may also have research or administrative responsibilities (which will be outlined in the narrative statement) where impact is significant. In this case, the research and administrative tables outlining potential progression across ranks may also apply and be important contributions towards faculty promotion. Outlining these duties will be described in more detail in the narrative statement.

<b>To Advance to:</b>	<b>Assistant Teaching (or Research) Professor (without terminal degree)</b>	<b>Associate Teaching (or Research) Professor (with or without terminal degree)</b>	<b>Teaching (or Research) Professor (w/ terminal degree)</b>
<b>Performance Excellence</b>	Improves curriculum for core course Demonstrates positive feedback from students	Creates new courses Demonstrates continued positive feedback from students and peers on course evaluations and feedback	Recognized for teaching excellence Sustained record of highly effective teaching and teaching innovation
<b>Collective Success [service and/or scholarship]</b>	Develops new methods of teaching content Reviews submissions for journals or conferences Supports committee work	Develops and disseminates teaching materials and innovations through presentations, workshops, or invited speaker opportunities, etc. Serves in professional society (attending conferences, chairing sessions, etc.) Engaged at departmental, college and/or university level (e.g., committee work, judging, outreach) Advises student groups	Invited guest lectures, seminars, workshops, keynote speaker on teaching effectiveness and innovations Holds leadership positions in professional societies (organizing sessions, officer, advisory board, editor) Leads department, college, or university level committees Publishes in journals/conferences relevant to pedagogical approaches
<b>Professional Development of Self and Others</b>	Attends professional development events and workshops (internal or external)	Obtains new and relevant certifications Expands opportunities for student professional development	Mentors students or peer faculty Initiates professional development opportunities for peers

## CORE FUNCTIONAL AREA: [RESEARCH](#)

To guide both promotion candidates and review committees, the following table outlines example key action words that can be helpful in communicating impact to support promotion relevant to each rank. These are ***meant to be a guide and not comprehensive***. This process is designed to support the promotion candidate in demonstrating increasing depth and breadth of impact and growth as a PT faculty member moves through the ranks, regardless of specific job duties. The candidate should refer to the action word and impact area examples in the **column for the promotion rank they are trying to attain.**

<b>Key Action Words:</b>	Assistant Research (or Teaching) Professor (without terminal degree)		Associate Research (or Teaching) Professor (with or without terminal degree)		Research (or Teaching) Professor (w/ terminal degree)	
		Publishes Contributes Presents Authors	Participates Supports Reviews Assists	Serves Leads Increases Obtains Reports	Reviews Establishes Expands Organizes Advises	Increases Develops Influences Directs Is recognized Invites

### Examples across Impact Areas:

*Note:* A PT faculty member whose primary functional area is *research* is not expected to demonstrate ALL of these, rather the purpose of the following table is to demonstrate progression across ranks. This candidate may also have teaching or administrative responsibilities (which will be outlined in the narrative statement) where impact is significant. In this case, the teaching and administrative tables outlining potential progression across ranks may also apply and be important contributions towards faculty promotion.

To Advance to:	Assistant Research (or Teaching) Professor (without terminal degree)	Associate Research (or Teaching) Professor (with or without terminal degree)	Research (or Teaching) Professor (w/ terminal degree)
<b>Performance Excellence</b>	Publishes in refereed journals Contributes to proposals Presents research	Continued record of publications in refereed journals Lead, or senior, authorship on publications Increased number of citations from publications Obtains funding from grants as PI or co-PI	Continued increase in publications and citations Influenced body of work through publications
<b>Collective Success</b> [service and/or scholarship]	Participates in professional organizations relevant to research agenda Collaborates to support cross-disciplinary research Assists in lab management and processes Reviews submissions for conference or journals Assists with committee work within the department, college, or university	Serves in professional societies (chairing sessions, etc.) Leads sponsored research as Co-PI or PI Organizes and oversees projects in labs Translates research externally (e.g., invention disclosures, patents, trademarks, etc.)	Leadership in professional societies (organizing sessions, officer, advisory board, editor) Invited guest lectures, seminars, workshops, keynote speaker as an expert Directs and/or manages labs and supports grad student development Leads department, college, or university level committees Translates research externally (e.g., entrepreneurial activities)
<b>Professional Development of Self and Others</b>	Attends professional development events and workshops	Advises student organizations within the discipline	Mentors students or peer faculty Consults in field or industry relevant to expertise



**CORE FUNCTIONAL AREA: ADMINISTRATIVE**

To guide both promotion candidates and review committees, the following table outlines example key action words that can be helpful in communicating impact to support promotion relevant to each rank. These are *meant to be a guide and not comprehensive*. This process is designed to support the promotion candidate in demonstrating increasing depth and breadth of impact and growth as a PT faculty member moves through the ranks, regardless of specific job duties. The candidate should refer to the action word and impact area examples in the column **for the promotion rank they are trying to attain**.

Key Action Words:	Assistant Teaching/Research Professor (without terminal degree)		Associate Teaching/Research Professor (with or without terminal degree)		Teaching/Research Professor (w/ terminal degree)	
		Directs	Oversees	Innovates	Implements	Mentors
	Succeeds	Meets	Grows	Generates	Advises	Applies
	Manages	Develops	Improves	Initiates	Models	Consults
	Programs	Collaborates	Is responsible		Leads	Presents
	Supports	Contributes			Is impactful	

**Examples across Impact Areas:**

Note: A PT faculty member whose primary functional area is *administrative* is not expected to demonstrate ALL of these, rather the purpose of the following table is to demonstrate progression across ranks. This candidate may have impact areas that overlap with traditional teaching and research responsibilities (which are outlined in the narrative). In this case, the teaching and research tables outlining potential progression across ranks may also apply and be important contributions towards faculty promotion.

To Advance to:	Assistant Teaching/Research Professor (without terminal degree)	Associate Teaching/Research Professor (with or without terminal degree)	Teaching/Research Professor (w/ terminal degree)
<b>Performance Excellence</b>	Directs programs, services, or labs Successfully meets program, service, or lab objectives and goals Oversees budget responsibly and effectively	Grows program, service, or labs (e.g., increase in participation, revenue growth, outreach, etc.) Improves processes or structures to support program or lab objectives and goals	Models successful program, service, or lab processes, outcomes, and growth. Recognized as a leader in the administrative area
<b>Collective Success [service and/or scholarship]</b>	Assists with committee work within the department, college, or university Manages and supports students or other employees to meet program, service, or lab goals Collaborates to support cross-functional initiatives Participates and contributes to professional organizations as relevant to programmatic area or research discipline	Serves on committees in active roles within the unit, college, or university Expands opportunities for employees or students to contribute to program or lab goals Initiates collaborations to support cross-functional work to achieve strategic objectives across the unit, college, or university Engaged and serves in professional organizations relevant to programmatic area or research discipline	Leads committees within the unit, college, or university Consults with other internal/external organizations based on success in administrative area Oversees completion of strategic initiatives across-functions Leadership in professional societies (organizing sessions, officer, advisory board, editor)
<b>Professional Development of Self and Others</b>	Attends professional development events and workshops	Supports employee development within area of oversight Continues to attend professional development events and workshops	Mentors students or colleagues Presents/conducts professional development events or workshops based on administrative area

# Promotion Committee Structures

Only full-time PT faculty members may serve on the promotion review committees; may only evaluate those moving to their current title or below.

## ***First-Level Review Committees:***

- At least three and no more than seven members
- Must be Teaching or Research Professors, Professors-of-Practice, or Associate Teaching or Research Professors

## ***College Committee:***

- Five members are elected or appointed from a pool of eligible candidates who have a primary budgetary appointment in COE
- At least three members will be Teaching or Research Professors or Professors-of-Practice while the other two members may be Associate Teaching or Research Professors

A: Acoustics, AERO, ESM+CNEU, NUCE+RSE

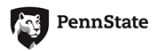
B: AE, CEE, LTI, ME

C: CSE+EE+EECS, IME, BME, CHE

D: Deans Office, Leonhard Center, SEDI

# Dossiers

- Use the current “non-tenure line” dossier format in Activity Insight (not the one that says TEST)
- Annotated dossier report template available for your use



## Non-Tenure-Line Professional Track Faculty Promotion Dossier

for

Screen: *Personal and Contact Information*  
Items: All records

Name: [First Name] [Initial of: [Middle Name (optional)]]  
[Last Name], [Suffix]

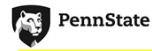
Screen: *Yearly Data*  
Items: First record

Current Title: [Exact Rank and Title]

Screen: *Yearly Data*  
Items: First record  
Criteria (is one of):  
1. college is equal to LA  
2. college is equal to EN

Proposed Rank: [Proposed Rank (for Fixed Term Faculty Promotions)]

Date: [Report Run Date]



### BIOGRAPHICAL DATA FOR NON-TENURE-LINE PROFESSIONAL TRACK FACULTY PROMOTION REVIEW

I.

Screen: *Personal and Contact Information*  
Items: All records

Screen: *Yearly Data*  
Items: All records  
Criteria:  
1. Academic year is equal to "Most Recent in Report Date Range"

Last Name and Initial [Last Name]	First Name and Initial [First Name] [Initial of: [Middle Name (optional)]]	Exact Rank and Title of Position [Exact Rank and Title]
College [College Name]	Department/Division/School [First value of [Department], [Division] and [School]]	Location of Residence [Campus Name]

II. ACADEMIC TRAINING

Screen: *Education*  
Items: All records  
Criteria:  
1. Is this an honorary degree? is not equal to "Yes"

Name and City/State of Institution	Major Subjects	Minor Subjects	Degrees - Dates
[Name of Institute or University], [Location of Institution (city, state, country)]	[Emphasis/Major]	[Supporting Areas of Emphasis]	[[Degree]], [Start Date: Month Start Date: Year - Graduation Date: Month Graduation Date: Year]

Professional Status - Law, CPA, Other Degrees and Licenses Held	Honorary Degree(s) - Institution
Screen: <i>Licensures and Certifications</i> Items: All records Criteria: 1. Is this an honorary degree? [Name of Licensure/Certification] [Name of Organization] State Issued: [State Issued] Date Obtained: [Date Obtained: Month Date Obtained: Day, Date Obtained: Year] Date Expired: [Expiration Date, if applicable: Month Expiration Date, if applicable: Day, Expiration Date, if applicable: Year]	Screen: <i>Education</i> Items: All records Criteria: 1. Is this an honorary degree? [Degree], [Name of Institute or University], [Honor Distinction], [Location of Institution (city, state, country)] - [Start Date: Month Start Date: Year - Graduation Date: Month Graduation Date: Year]

III. ACADEMIC, GOVERNMENT, MILITARY, AND PROFESSIONAL POSITIONS

Screen: *Academic, Government, Military and Professional Positions*  
Items: All records

All Employers with City/State Including U.S. Military (Most Recent First)	Work Performed: If Teacher, List Subjects Taught	Rank or Title	Dates
[Organization] [City and State] [Country]	[Work Performed/Description for Professional Positions/30 Words or Less]	[Title/Rank/Position]	[Start Date: Month Start Date: Year - End Date or Single Day Activity: Month End Date or Single Day Activity: Year]

(07-01-21)

[Last Name], [First Name] [Initial of: [Middle Name (optional)]], [Suffix]

### JOB DESCRIPTION FOR NON-TENURE-LINE PROFESSIONAL TRACK FACULTY PROMOTION REVIEW

Screen: *Job Description - Non-Tenure-Line Faculty Only*  
Items: First record  
Criteria:  
1. Job Description has a value

[Job Description]

[Last Name], [First Name] [Initial of: [Middle Name (optional)]], [Suffix]

### NARRATIVE STATEMENT FOR NON-TENURE-LINE PROFESSIONAL TRACK FACULTY PROMOTION REVIEW

Screen: *Narrative Statement for Non-Tenure Line Faculty Promotion Review*  
Items: First record  
Criteria:  
1. Narrative has a value

[Narrative]

Screen: *Teaching Philosophy for Non-Tenure-Line Promotion Dossier*  
Items: First record  
Criteria:  
1. College is equal to AB and Teaching Philosophy has a value

### TEACHING PHILOSOPHY

[Teaching Philosophy]

# Job Responsibilities Statement

- Agreed upon in collaboration with the department/program/school head/director
- Updates will become part of the annual review process (required by the university as part of first-year reviews with annual updates moving forward)
- If changing over time, include statements from multiple years
- Important because it affects how the review criteria are applied—what are your core responsibilities?

# The Narrative Statement – Two Purposes

## Tell Your Story—First Person

- Must not be self-laudatory or congratulatory, but factual
  - You can state your aspirations and accomplishments
  - You should not assess them
- Not a direct repetition of the information in the dossier
- The impact, the why, the motivation, the goals
- May include pandemic effects on your work, if relevant

## Map to the Criteria

- Should help provide succinct support for reviewers
- Rather than dividing the narrative by Teaching, Research, Administration, Service, consider organizing it by:
  - Introduction and Overview
  - Performance Excellence (perhaps subdivided if more than one core responsibility)
  - Contributions to Collective Success
  - Professional Development of Self and Others

**Limit of 2000 words, but more concise narratives are welcomed**

# Internal/External Assessment Letters

- A minimum of three letters must be included in the dossier.
- Department Head makes the requests for letters of assessment (not recommendations or endorsements).
  - Internal letters are sufficient but external letters may also be used.
  - The request to an evaluator should ask for a critical assessment of the candidate's achievements (and reputation, if appropriate) within his/her discipline within the context of the candidate's job responsibilities. **The request should include the COE promotion criteria.**
  - The candidate's CV or dossier and narrative statement, including the job responsibilities, should be provided with the request. Student and peer reviews should not be included.
- The letters of assessment must not be available to the candidate either before or after the review. The identities of the assessment letter writers should not be shared. (Department heads may ask candidates for suggestions for possible letter writers.)

# Submission of Materials in PTORP

Packages should be submitted via Section 7 in PTORP including the required internal/external assessment letters.

7 NON-TENURE-LINE PROMOTION		
Non-Tenure-Line Faculty Dossier	Not Viewed	No documents
<a href="#">View Section</a>		

Evaluative letters from first-level committee, department head, and college committee are uploaded to Section E.

E EVALUATIVE STATEMENTS/INTERNAL LETTERS		
<b>PTORP Letters</b>	Not Viewed	No Documents
Secondary Dept/Division/Campus Head Letter	Not Viewed	No documents
Department/Division/Campus Committee Letter	Not Viewed	<a href="#">View Documents</a>
Department Head/Division/Campus Head Letter	Not Viewed	<a href="#">View Documents</a>
College Committee Letter	Not Viewed	<a href="#">View Documents</a>

First-level committee

Department/school head

College committee

# Support and Feedback

- Questions
  - Email Amy Corbett [auh243@psu.edu](mailto:auh243@psu.edu) or Shelley Stoffels [sms26@psu.edu](mailto:sms26@psu.edu)
- Work Sessions
  - Office Hours for Dossier Support (December)
  - Workshop for Committee Members (January)
  - Make an individual appointment [Book time with Stoffels, Shelley Marie](#)
- Process Feedback
  - Please submit as ideas or suggestions for the future arise
  - May submit as often as you want
  - Link to form [Professional Track Promotion Feedback](#)