College of Engineering
Professional Track Faculty Appointment and Promotion Guidelines
Effective July 1, 2023 (revised effective July 1, 2024)

University Policy AC21 was substantially updated in 2017 to clarify allowable academic ranks and, more importantly, to provide a clearer pathway to advancement for professional track (written as "non-tenure line" in policy AC21) faculty members. AC21 requires that units "should have clear rationales for the different ranks and titles they choose to use and their expectations for faculty to achieve these various ranks," in accordance with AC21 guidelines.

The purpose of this document is to provide clarity for each rank and title specific to the College of Engineering's (COE) structure to support professional track (PT) faculty throughout their advancement. Within the College of Engineering (COE), professional track (PT) faculty provide substantial value through the various ways they engage stakeholders, including students, staff, external entities, and other faculty. PT faculty have selected these positions to serve as their careers, and as such, the career advancement pathways outlined by the College reflect the value provided by and support necessary for professional growth of these faculty members.

1. Core Job Responsibilities

Our professional track (PT) faculty hold a broad range of academic appointments within the college that include teaching, research, and administrative responsibilities, and in many cases, a combination of these. While AC21 requires these positions be classified as teaching, research, or clinical (or professor of practice as described in Section 2.4), job responsibilities vary greatly across roles, requiring a promotion process to be agile in evaluation. While an individual may have an academic appointment of *research*, *teaching*, or *clinical* faculty, or as professor-of-practice, their responsibilities may be primarily administrative or a combination of functional areas. It should be noted that faculty members may wish to contribute in more than one core functional area, even if not directly related to core job responsibilities. The three key functional areas that are germane to PT faculty in the COE are:

Teaching: Responsibilities that are primarily instructional in nature, focused on student instruction, advising, etc.

Research: Responsibilities that are primarily related to research, including laboratory management.

Administrative: Responsibilities that are primarily related to a management and/or leadership role in programs and initiatives that advance the mission of the COE. These roles may encompass responsibilities such as the management of lab personnel and budgets, outreach endeavors, the development of new revenue opportunities, execution of externally funded initiatives, technology transfer, program evaluation, or faculty development. These roles go above and beyond service expectations.

2. Appointment Guidelines

Appointment to the ranks of Lecturer, Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor, Researcher, Assistant Research Professor, Associate Research Professor, Research Professor, Clinical Lecturer, Assistant Clinical Professor, Associate Clinical Professor, Clinical Professor, and Professor of Practice are made by the hiring department in consultation with the Dean in accordance with definitions found in *AC21-Definition of Academic Ranks* and these guidelines for the College of Engineering.

For the College of Engineering, the terminal degree is typically a Ph.D. or D.Eng. However, the College will consider other types of degrees (e.g., a master's degree may be the highest degree offered) for this designation depending on the area of specialization.

2.1 Career Progression

	Initial Rank	Promotion to the Second Rank	Promotion to the Third Rank
Faculty with Terminal Degree (e.g., Ph.D.)	Assistant Teaching/Research/Clinical Professor	Associate Teaching/Research/Clinical Professor	Teaching/Research/Clinical Professor
Faculty without Terminal Degree (master's degree or equivalent)	Lecturer/Researcher/Clinical Lecturer	Assistant Teaching/Research/Clinical Professor	Associate Teaching/Research/Clinical Professor

2.2 Appointment to the Second or Third Rank or with Credit

PT faculty may be hired at the second or third ranks when their accomplishments are consistent with the criteria established for promotion. Such appointments should be determined by the department head[1] or other supervisor in consultation with the first-level PT promotion committee and the Dean. Credit towards promotion will only be considered for those appointed to the initial rank; no more than three years of credit should be awarded.

2.3 Changing from Non-Terminal Degree Track to Terminal Degree Track

Per guidelines established by the office of the Vice-Provost for Faculty Affairs, when a PT faculty member attains a terminal degree, a change in "track" from the non-terminal degree track to the terminal degree track would not be considered a promotion, even if retitling occurs.

2.4 Appointment as Professor of Practice

The Professor of Practice title is limited to faculty members without the traditional academic background that is typical of faculty as they move through the professorial ranks. The title of Professor of Practice is intended to attract faculty who have accumulated a decade or more of leadership and high-level experience in either the private or public sector that provides a unique background and wealth of knowledge to share with University students and other faculty. The Dean may appoint a faculty member with the Professor of Practice title following approval by the Vice Provost for Faculty Affairs. Professors of Practice are not subject to the PT faculty promotion policies.

3. Promotion Review Guidelines

3.1 Anticipated Timing of Promotions

Professional track faculty members should discuss career advancement with their supervisors, no less frequently than during their annual performance evaluations. The discussion should include an assessment of the faculty member's progress towards promotion and identify aspects of the faculty member's record that may need to be improved prior to consideration for promotion. All promotions are effective July 1. Details of the anticipated review schedule during the academic year are provided in Appendix A: Typical Promotion Review Calendar and Detailed Requirements.

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[1] Throughout these guidelines, the term "Department" refers to the relevant department, school, or other unit. The term "Department Head" includes Department Heads, School Heads, School Directors, Unit Directors, Managers and Associate Deans, as appropriate.

3.1 (a) PROMOTION TO THE SECOND RANK: At the beginning of the candidate's sixth year in their first rank, intent to promote will be initiated by the faculty member's supervisor and the candidate will finalize their promotion dossier, including their narrative statement.

To be considered for early promotion to the second rank in the COE, a PT promotion candidate must have established a record of performance that demonstrates the candidate will likely have met all the expectations for promotion to the next rank at the time of the early review. The case must be presented by the department head to the Dean. Approval for consideration to conduct an early promotion review does not imply that the review will be successful.

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.

3.2 Evaluation Criteria

For promotion purposes, PT faculty candidates will be evaluated based on their primary responsibility (or responsibilities) by the functional areas in Section 1. The totality of these efforts equals the impact of the candidate's specific responsibilities and outputs. Impact is evaluated based on the following criteria (impact areas) applied to the candidate's unique responsibilities. Promotion candidates will be evaluated based on their own merits and not with regards to the number of candidates nominated by a particular unit. Evaluators are to assess impact holistically, taking into consideration the totality of a faculty member's accomplishments while remaining cognizant of potential sources of bias. The evaluation criteria are:

3.2 (a) PERFORMANCE EXCELLENCE: A level of performance that demonstrates excellence in executing and delivering core job responsibilities. Performance excellence can be demonstrated by quality and productivity measures, e.g., awards, feedback from students/colleagues/administrators, accomplishments. The College of Engineering Guidelines for Peer Teaching Reviews are included in Appendix B.

3.2 (b) COLLECTIVE SUCCESS: Collective success requires a mindset that looks beyond individual achievement and towards the bigger picture of the mission of the academy. This requires a commitment towards the collective mission of the university, college, or unit's strategic goals and is demonstrated as service activities. These activities go beyond the core duties of the candidate's role and may include both internal and external activities that support one's 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 a faculty member with primarily administrative responsibilities may contribute to teaching and/or scholarship. For this criterion, the definition of "scholarship" to a more expansive view that supports the variety of ways PT faculty may engage in scholarship.

Scholarship: 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). Boyer's work posits four types of scholarship towards a more inclusive view: discovery, integration, application, and teaching (Boyer, 1990). These examples are not comprehensive and are meant to provide more context to the definition of the type of scholarship.

Boyer, Ernest L. *Scholarship reconsidered: Priorities of the professoriate.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990.

Type of Scholarship	Purpose	Examples
Discovery	Build new knowledge through traditional research	Sharing discoveries through scholarly publications Disseminating research through paper or lectures
Integration	Interpret the use of knowledge across disciplines	Critical review across disciplines Completing a meta-analysis
Application	Aid society and professions in addressing problems	Collaborating with practitioners to put knowledge to work in the world Presenting at instructional or professional development workshops
Teaching	Search for innovative approaches and best practices to develop skills and disseminate knowledge	Preparing creative teaching materials to enhance the instructional process Developing, revising, and assessing curriculum

3.2 (c) 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.

3.3 Activities that Support the Evaluation Criteria

In Appendix C: Examples of Activities that Strengthen Cases for Promotion, tables presenting **example** duties to demonstrate growth across ranks are associated with the core job function(s) (i.e., teaching, research, and administrative), not job title/track. Therefore, if a faculty member is responsible for more than one functional area, they would be expected to demonstrate activities from multiple tables. It should be emphasized that these are a listing of ***example action words and activities***. It is ***not an exhaustive list, and candidates are not expected to have completed ALL in order to be promoted***. The candidate is responsible for demonstrating impact, according to their job responsibilities and the evaluation criteria, necessary for the specific rank.

3.4 Narrative Statement, Dossier, and Letters of Assessment

Clearly outlining one's job responsibilities (and associated effort) in the dossier is critical for enabling reviewers to fairly evaluate impact. As such, a portion of the narrative statement will be dedicated to outlining the faculty member's functional area(s) and approximate percentage of time/effort dedicated to that functional area. For instance, a teaching faculty member with significant administrative responsibilities (taking up ~half of their job duties) would clearly indicate *Teaching (50%) and Administration (50%)* in their narrative along with core job responsibilities. Significant changes in job responsibilities during the review period should also be described. The narrative statement should also include mapping of accomplishments to the promotion criteria. More information on the dossier requirements, narrative statement, and letters of assessment is included in Appendix A: Typical Promotion Review Calendar and Process Requirements.

4. Professional Track Faculty Promotion Review Committees

4.1 College Committee

4.1.1 College Committee Structure

The College of Engineering Professional Track Faculty Promotion Review Committee consists of five members. At least three of the members will be Teaching, Research, or Clinical Professors or Professors of Practice while the other two members may be Associate Teaching or Associate Research Professors. Whenever possible, no more than one member of the committee should be a Professor of Practice and no more than one member of the committee should be from a single department. Administrators (e.g., assistant/associate deans, department heads) are not eligible to serve on the committee.

The five members are elected or appointed from a pool of eligible candidates. Candidates must have a primary budgetary appointment in the College. Associate Teaching and Research Professors on the College Committee may only review promotion cases for candidates seeking promotion to the assistant or associate titles.

Three of the committee members are elected directly by the College of Engineering full-time PT faculty members. These three members will serve staggered terms, with two members elected one year and one member elected in the following year. Two of the committee members are appointed by the Dean. The appointed members will also serve staggered terms, with the Dean making one new appointment each year.

4.1.2 Election and Appointment of College Committee Members and the Committee Chair

Committee members are elected from the pool of candidates by the full-time PT faculty with budgetary appointments in the College. Faculty members may vote for two candidates in one year and one in the next year. The election is conducted electronically and is typically held in August of each year for the upcoming academic year.

Committee appointments by the Dean are made after the elections are complete. The College recognizes the importance of regular participation by all departments in the promotion review process at the College level. The Dean will take this into consideration when making these appointments.

Alternates will be determined as part of the election process. Typically, those receiving the next highest number of votes after those elected or appointed as a committee member will be named as alternates. The committee chair is elected by the members of the committee.

4.1.3 Terms of Office for College Committee Members

The term of office for each regular member of the review committee is two years. If an elected committee member is unable to serve the full term of two years, an alternate will be asked to serve the remainder of the term. If no alternate is available, the Dean will appoint one.

4.1.4 Guidelines for College Committee Members

Each committee member has the right to and is expected to participate fully in the discussion and vote for every promotion case that comes before the committee for which they are eligible to vote. In order to vote, committee members should be part of the discussion with all other committee members. Participation may be conducted by virtual call or other means if a committee member is unable to be physically present for the discussion.

4.2 DEPARTMENT OR FIRST-LEVEL COMMITTEES

4.2.1 Department or First-Level Committee Structure

Only full-time PT faculty members may serve on the Department or First-Level Professional Track Faculty Promotion Review Committees. First-Level Committees must have at least three members and no more than seven members. Whenever possible, candidates should be Teaching, Research, or Clinical Professors, Professors of Practice, or Associate Teaching or Research Professors. Associate Teaching or Research Professors on the Department Committee may only review promotion cases for candidates seeking promotion to the assistant or associate titles.

To support a collective effort and provide a consistent approach to promotion evaluation across the College, and to limit the evaluation of PT faculty by tenured faculty (to be consistent with AC21 and university-level guidelines), departments may be grouped to form combined First-Level Committees, thus creating a larger pool of potential PT promotion committee members. This approach supports faculty in departments where there are insufficient numbers of PT faculty to form a Department Committee and to also have remaining eligibility for the college-level committee.

The departments comprising such committees will depend on the number of qualified PT faculty in each department, the similarities of areas of expertise and responsibilities of the PT faculty in the departments, and with the input of the department heads and affected PT faculty. The groupings for First-Level Committees will be assessed every three years.

4.2.2 Election and Appointment of Department (First-Level) Committee Members and the Committee Chair

At least two-thirds of the members of each First-Level Committee are elected from the pool of candidates by the full-time PT faculty with budgetary appointments in the department(s)/first-level unit(s) making up that committee. Elections are typically held in September for the academic year. Faculty members may vote for two candidates in one year and one in the next year. The elections are conducted electronically.

The other one-third of members may be appointed by the relevant department heads. Committee appointments by the department (first-level unit) heads are made after the elections are complete. Regular participation in the promotion review process at the Department level by all departments (first-level units) is important and will be taken into consideration when making these appointments.

Alternates will be determined as part of the election process. Typically, those receiving the next highest number of votes after those elected or appointed as a committee member will be named as alternates. An alternate will serve only when an elected member of the Committee is unable to participate. The alternate will replace the elected member for all discussion and votes on candidates for that period.

The committee chair is elected by members of the committee.

4.2.3 Guidelines for Department/First-Level Committee Members

Only members of the Department or First-Level Committee eligible to vote on a promotion case will be present and participate in discussions regarding promotion candidates. The only exception would be when a Department Head is requested to meet with the Committee to provide consultation on a candidate.

4.3 PT Faculty Outside of Academic Departments

For PT faculty members with appointments that are not in an academic department or school, their cases will be assigned to an appropriate first-level review committee. For example, faculty in the Radiation Science and Engineering Center will be reviewed by the same first-level review committee as Nuclear Engineering. Deans office faculty may be reviewed with the School of Engineering Design and Innovation (SEDI) or by another first-level review committee.

At the Larson Transportation Institute and the Radiation Science and Engineering Center, the Directors act in the Department Head role. In the Dean's office areas, the Associate Dean of the relevant area acts in the Department Head role.

4.4 Serving on Multiple Committees

Faculty members may serve on only one level of committee of the PT Faculty Promotion Review process. If serving on committees at more than one level, the faculty member should only participate in the discussions and voting at one level of review. They may choose which level of review they wish to participate in and abstain from discussions and voting for candidates at the other level. Committee members should participate fully in the discussion and voting for every faculty member whose case comes to the review committee where they are serving.

APPENDIX A: Typical Promotion Review Calendar and Process Requirements

Specific deadlines can be found in the Professional Track Faculty review calendar and are determined each year in consultation with the Dean

August/September	**September/October**	**October**	**October/November**
With the faculty member, the **faculty member's supervisor** initiates consideration for promotion with the Department Head (as defined in above section).	The **faculty member** prepares a dossier using Activity Insight. Once completed, the dossier will be uploaded by the department into the Promotion and Tenure Online Reviewing Platform (PTORP) to route for review by the Department Head and PT Faculty Promotion Review Committees.	If the **Department Head** supports the recommendation for promotion, the intent to conduct a promotion review is communicated to the Associate Dean for Faculty and the College's Faculty Affairs Administrative Coordinator.	The **Department Head** should make a request for letters of assessment. A minimum of three letters must be included in the dossier.
Department Head gathers and reviews recommendations from faculty supervisors.			For this purpose, 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 within his/her discipline within the context of the candidate's job responsibilities. The candidate's CV and narrative statement, as well as the COE promotion criteria, should be provided with the request. These letters will not be available to the candidate.
If the Department Head does not support a recommendation for promotion, the Department Head should discuss with the faculty and/or the faculty's supervisor on what areas they can work toward in order to be promoted.	The dossier must include a narrative statement of up to 1600 words.		
November/December	**December/January**	**January/February**	**February**
The dossier, including the letters of assessment, is submitted to the appropriate **First-Level Promotion Review Committee.**	The **First-Level Promotion Review Committee** completes review of the dossier and prepares a written memo with their recommendation to submit to the Department Head. In addition to an overall recommendation, the memo should include ratings for each criterion and supporting evidence for the ratings.	The **Department Head** conducts a review and prepares a written recommendation for the College Professional Track Faculty Promotion Review Committee.	The written recommendations of the Department Committee and the Department Head are uploaded to PTORP. The College Faculty Affairs Administrative Coordinator will submit the dossier with the written recommendations to the **College Professional Track Faculty Promotion Review Committee**.
February/March	**March**	**April**	**May**
The **College Professional Track Faculty Promotion Review Committee** will complete their review.	Recommendations from the College Professional Track Faculty Promotion Review Committee forwarded to the **Dean**.	The **Dean** will complete the review. The Dean will make the final decision regarding the promotion of candidates under policy *AC21-Definition of Academic Ranks*.	The **Dean** will provide written notification to the candidates.

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

Each department, school, or other College of Engineering unit with faculty who teach must have formal, clearly articulated policies for Peer Review of Teaching (PRT). This policy applies to all faculty, whether tenured, tenure-track, or professional track. Department guidelines must fall within these general guidelines. The guidelines as pertinent to professional track faculty are provided here. The full peer teaching guidelines are posted on the COE Faculty Resources website.

Review Process
- Department guidelines should provide multiple sources of evidence that can be applied for each delivery mode used (face-to-face, online, and hybrid), or sources that apply across modalities.
  - Class observations *may* be used as one source of evidence but should not be the only source of evidence. If used, a clear definition of what constitutes a course observation must be provided.
  - Other potential sources of evidence include 1) syllabi review, 2) Canvas course materials, or 3) review of other course artifacts.
- Prior to the evaluation, via a meeting or other established communication, the reviewer and reviewee should set expectations and identify sources of evidence appropriate for the course context.
- Departments should include guidelines for completing the peer review (such as a checklist or rubric to guide the review).
- Departments should create a process for how the reviewee will receive the feedback from the evaluation (i.e., close the loop on the evaluation).
- Departments may allow reviewees to provide a response (not a rebuttal) to the review addressing concerns raised and future directions for moving forward in their teaching improvement.

Review Frequency

Professional track faculty who engaged in course instruction should participate in a peer review of teaching on a cycle of:
  - First Rank (Lecturers, Researchers, and Assistant level) - 1 PRT every year
  - Second Rank (Assistant and Associate level) - 1 PRT every 2 years
  - Third Rank (Associate and Full level - 1 PRT every 3 to 5 years

Selection of Reviewers

Department guidelines should establish how reviewers will be assigned. The faculty member under review should have input into the reviewers, with the administrator making the final decision.
- This input may include the faculty submitting the names of potential reviewers but must allow a faculty member to reject a proposed reviewer after consultation with their administrator.
- Reviewers may be selected from either within or outside of the unit and the unit should indicate any need for discipline expertise across reviewers.
- Department guidelines may establish restrictions on who provides reviews by track or rank. With the integration of a training component, any faculty member within the COE should be able to review another faculty member's teaching, without regard to track or rank. However, administrators should carefully consider potential conflicts of interest when making assignments.

Training

The COE will provide resources and training opportunities to aid reviewers in effectively and constructively completing peer reviews of teaching. Departments may wish to integrate this training with departmental meetings or retreats. The Leonhard Center could be a collaborator on these trainings.

Optional Formative Reviews
- Additional formative reviews can be completed to aid faculty in improving their teaching, but not included in Promotion or Faculty Annual Review.
- Formative reviews may be conducted at the request of the faculty member or their administrator. Faculty at all levels should have the opportunity and be encouraged to participate in a formative assessment of their teaching on a periodic basis, with that period length being dependent upon their faculty level.
- Before any review commences, it must be clearly and permanently delineated whether it will be a summative review to be used in evaluation or a formative review to aid faculty in improving their teaching.

APPENDIX C: Examples of Activities that Strengthen Cases for Promotion

Regardless of the primary job responsibilities of the PT faculty (i.e., teaching, research, administrative, or a combination), PT faculty should demonstrate increasing levels of impact at each level of promotion across the three evaluation criteria (impact areas) described in the Section 3.2 Evaluation Criteria. Some activities may contribute to more than one impact area, but collectively, these will communicate the impact of the faculty member, who should be evaluated holistically. During promotion review, candidates should be evaluated according to the totality of their duties, as illustrated below.
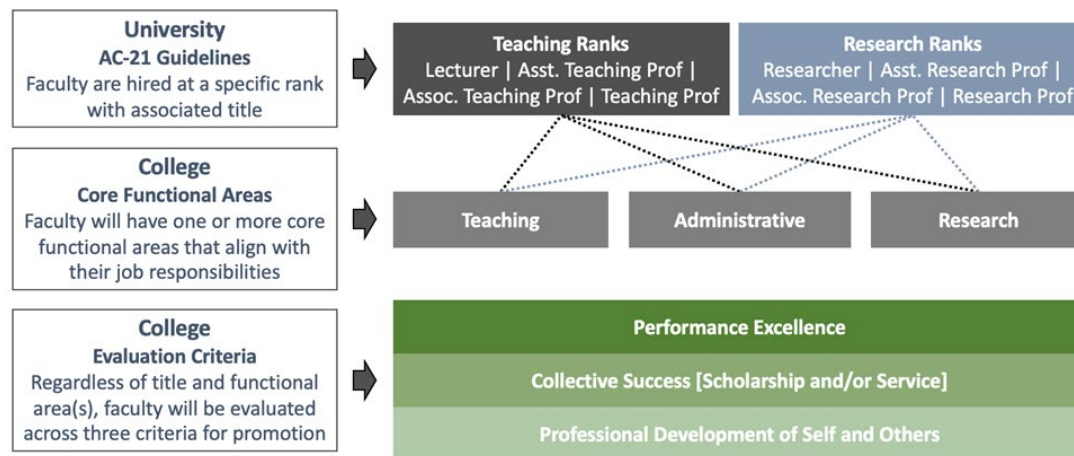
Examples of how a PT faculty might demonstrate these according to their primary functional area are outlined below. However, this is a living document and examples may adapt and expand over time. Because there are currently no clinical faculty in the College, those titles are not included here.

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 rank they are trying to attain.***

Key Action Words to Advance to a Rank:

To advance to Assistant Teaching Professor (without terminal degree)		To advance to Associate Teaching Professor (with or without terminal degree)		To Advance to Teaching Professor (w/ terminal degree)	
Improves	Involves	Serves	Advises	Influences	Supervises
Attends	Collaborates	Accomplishes	Conducts	Initiates	Mentors
Demonstrates	Reviews	Presents	Engages	Leads	Sustains
Develops	Supports	Improves	Creates	Consults	Publishes
		Expands		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.

To Advance to:	Assistant Teaching Professor (without terminal degree)	Associate Teaching Professor (with or without terminal degree)	Teaching Professor (w/ terminal degree)
Performance Excellence	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
Collective Success [service and/or scholarship]	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
Professional Development of Self and Others	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.*

Key Action Words:

Assistant Research Professor (without terminal degree)		Associate Research Professor (with or without terminal degree)		Research Professor (w/ terminal degree)	
Publishes	Participates	Serves	Reviews	Increases	Awards
Contributes	Supports	Leads	Establishes	Develops	Manages
Presents	Reviews	Increases	Expands	Influences	Mentors
Authors	Assists	Obtains	Organizes	Directs	Administers
		Reports	Advises	Is recognized	Consults
				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 Professor (without terminal degree)	Associate Research Professor (with or without terminal degree)	Research Professor (w/ terminal degree)
Performance Excellence	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
Collective Success [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)
Professional Development of Self and Others	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	Is recognized
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)
Performance Excellence	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
Collective Success [service and/or scholarship]	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)
Professional Development of Self and Others	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