

2025-26 College of Engineering Professional Track Promotion Process Workshop

October 1, 2025



2025-2026 COE PROFESSIONAL TRACK PROMOTION REVIEW TIMELINE (v1; 9/12/25)

Dates may be adjusted & finalized after the Oct 22 submissions of promotion candidates

Dates:	Who:	Action:
September	Faculty & Admin Staff	Activity Insight training; live training sessions and recordings https://activityinsight.psu.edu/2025/07/28/activity-insight-training/
September 11 - 12	Deans Office to Department Heads	Send 2025-26 guidelines, timeline, and spreadsheet of faculty who are potentially eligible for promotion reviews in 2025-2026.
October 1 1:30-2:30 pm	All	Promotion Process Workshop for Faculty, Department Heads, and Administrative Staff https://psu.zoom.us/j/92423154975
September 12 – October 17	Department Heads	Gather and review recommendations from faculty supervisors; meet with faculty to discuss their readiness for promotion
October 20	Department Heads	Last date to submit list of those who will be going forward with promotion review
October 20 – November 5	Admin Staff	Download SEEQs and SRTes and submit any large sections for which AI summaries may be requested to the deans office
October - November	Department Heads	Request letters of assessment to be included in dossier
October 22 – November 10	Deans Office; All Professional Track Faculty	First-level and college promotion committee elections conducted; department head committee appointments made
November	Candidates, Department Heads, Admin Staff	Required dossier pre-checks by dean's office (letters of assessment and student feedback evaluations are not required for this review)
November - December	Promotion Candidates	Complete dossiers in Activity Insight after receiving pre-check feedback from the deans office
November 11 – November 18	Department Heads	Committees formed and charged for student feedback reviews

Dates:	Who:	Action:
December 4 3:30 – 5:00 pm	Elected Committee Members	Mandatory First-level and College Promotion Committee Workshop https://psu.zoom.us/j/91946717111
December 11	Student Feedback Committees, Candidates, Admin Staff	Student feedback committees complete their evaluations (750-word max). Evaluations are shared with candidates and added to dossiers. Candidates may choose to update their narrative statements after reading the evaluation.
December 18	Candidates, Department Heads, Admin Staff	Candidates complete final review of their dossiers and sign the candidate signature page attesting that the final version of the dossier is correct. Then the dossier (as signed) and assessment letters (not seen by candidate) are uploaded to PTORP. This must be completed before any reviews are initiated.
December 4 - 18	Department Head and Committees	Department heads charge first-level promotion review committees
January (date TBD)	Dean's Office (ADF)	Charge of college promotion review committee
February 6	First-level committees, FAC	First-level committees complete their reviews and submit recommendation memos to FAC (Amy Corbett) for upload to PTORP
February 9 - 20	Department heads	Any consultations with first-level committees completed
February 24	Department heads and admin staff	Department heads complete their reviews and submit recommendation memos to FAC for upload to PTORP
February 25 – March 27	College committee	Any consultations with department heads are completed
March 31	College committee	College committee completes their reviews and submits recommendation memos to FAC for upload to PTORP
April 6 - 23	Dean	Any consultations with college committee are completed
May	Dean	Dean notifies candidates of promotion decisions

Office of Faculty Affairs

University Faculty Affairs Website facultyaffairs.psu.edu/promotion-and-tenure/

- Administrative Guidelines for Policy AC21
- University Policy AC21: Definition of Academic Ranks
- **Guidance on the Assessment of Teaching Effectiveness (separate section from P&T)**

Center for Faculty Development and Advancement (CDFA)

Zoom link for all workshops: <https://psu.zoom.us/j/99945127620?pwd=MljVPwy8zm1eX1NQlymfQwEzUtM4VW.1>

#4 Advancement and Promotion for Non-Tenure-Line Faculty

Date and Time: Wednesday, [October 15, 2025](#), from 2:00 – 3:30 p.m.

Target Audience: Non-tenure-line faculty at all promotion levels

#6 Tips for Writing a Narrative Statement

Date and Time: Thursday, [February 5, 2026](#), 2:00 – 3:30 p.m .

Target Audience: Tenure-line and non-tenure-line faculty seeking promotion

#7 Tips for Creating a Teaching Portfolio

Date and Time: Thursday, [February 26, 2026](#). 9:30 a.m. – 11:00 a.m.

Target Audience: Pre-tenure tenure-line Faculty

Recordings and slides from 2024-25 and 2023-24 workshops are also posted.

Updates to College Guidelines and Processes

- *New COE Guidelines for Teaching Assessment* (separate document)
 - Peer teaching reviews, both COE guidelines and all department guidelines
 - Student feedback in the dossier, COE guidelines (department guidelines to be added next year)
- Updated Calendar
- Required dossier reviews prior to PTORP upload (dates by cohort)

Timing of Promotion Consideration

- Faculty are eligible for review for first promotion during their 6th 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
- No set years for second promotion
 - Focus should be on achieving the expectations for the next title, not on years or numbers of courses taught, etc., since the prior promotion
 - **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. Supervisors and unit heads should also bring exceptional cases for promotion consideration sooner than four years in the second rank to the attention of the Dean of Engineering.
 - Additional info in Section 3.1 (b) of the COE Guidelines.

Promotion Committee Structures – Elections

Only full-time professional track faculty members may serve on the promotion review committees. Committee members may only review those moving to their current **title** or below. Elections held after promotion candidates have been identified.

First-Level Review Committees:

- Three to seven members; at least three eligible for all decisions. This year's committees have 3 (B & C) or 5 (D) members.
- Must be Teaching or Research Professors, Professors-of-Practice (one), or Associate Teaching or Research Professors
- At least two-thirds were elected from the pool of all eligible faculty members in the group
- Remaining members appointed by the heads of the affected units, considering balance of departments and functional areas, when possible
- First-level committees will be charged by each unit head with a promotion candidate.

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

College Committee:

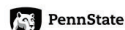
- Five members (3 elected and 2 appointed) from a pool of eligible candidates who have a primary budgetary appointment in COE
- At least three members will be Teaching or Research Professors or Professors-of-Practice while the other two members may be Associate Teaching or Research Professors

New Requirements for Student Feedback

- **Student feedback committees — a separate committee for each faculty member having a review**
 - one member of the first-level review committee
 - one member appointed by the dept/school head/director from a list of two provided by the faculty member under review
 - recommended charge document on OFA website
- **Material provided to the committees**
 - SEEQs and SRTEs since last review, including both quantitative and qualitative student feedback
 - Copilot® summaries for larger sections, upon request and if within department guidelines
- **Committee prepares an evaluative statement for the dossier**
 - Max 750-words; signed
 - Use of Copilot® summaries must be noted if applicable **(no direct use of Copilot® by the committees)**
 - Quantitative SEEQs and SRTEs moved to Appendix E of the dossier
- **Candidate has the opportunity to review before signing the dossier**
 - factual errors should be pointed out to the department head
 - narrative statement can be modified to address other concerns

Dossier Preparation – Quality Matters

- Dossier is a ***shared responsibility*** between the academic unit head and the faculty member
- Allows evaluators to concentrate valuable time on assessing the candidate's record
- 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]

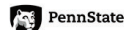
Screen: **Yearly Data**
Items: First record

Current Title: [Exact Rank and Title]

Screen: **Yearly Data**
Items: First record
Criteria: 1. 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 [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: Licenses and Certifications Items: All records [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: Education Items: All records Criteria: 1. Is this an honorary degree? is equal to "yes" [Degree], [Name of Institute or University], [Honors/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]

Core Job Responsibilities / Functional Areas

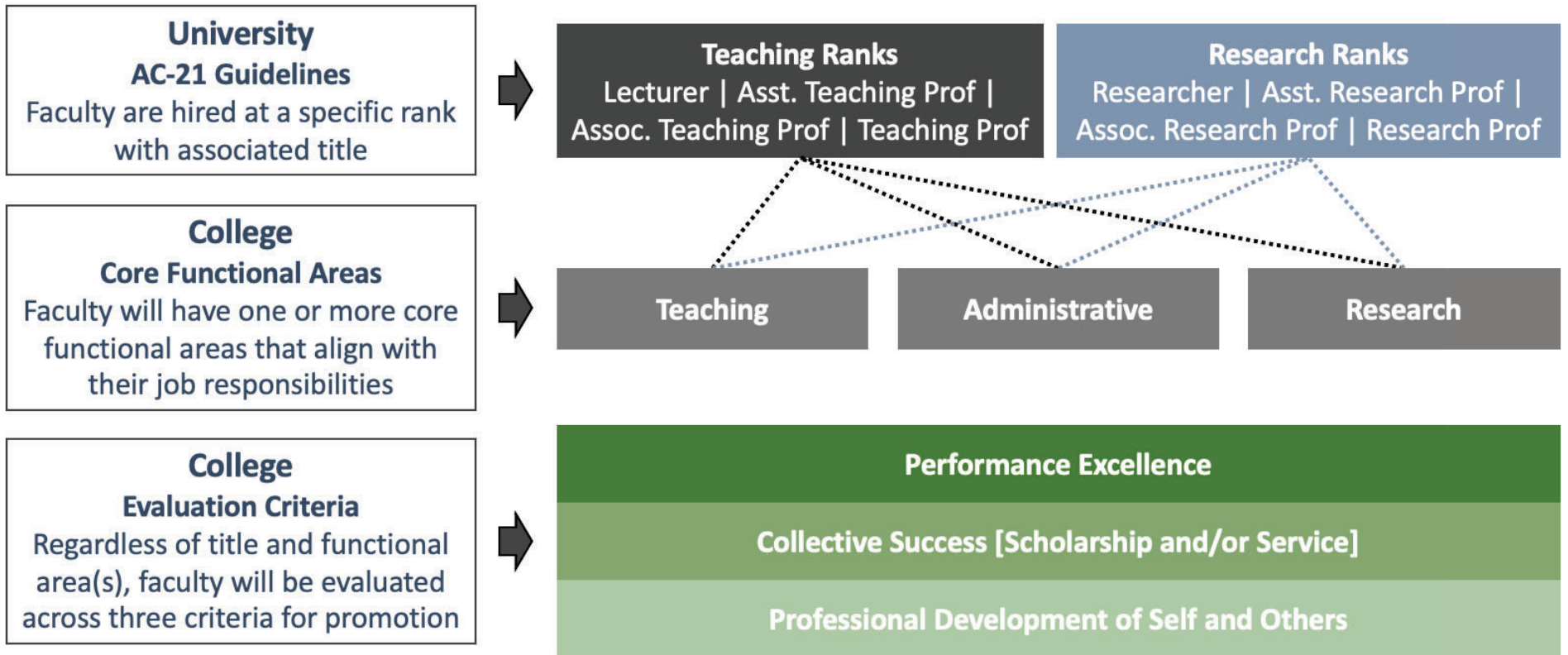
Professional track faculty hold a broad range of academic appointments within the college that include teaching, research, and administrative responsibilities, and in many cases, a combination of these. While an individual may have an academic appointment of *research* or *teaching* faculty, or as professor-of-practice, **their core 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 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 typical service expectations.

Job Responsibilities Statement

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

Promotion Criteria At-A-Glance



Provided by Sarah Ritter and Meg Handley

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/or 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***.

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

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 (or Research) Professor (without terminal degree)	Associate Teaching (or Research) Professor (with or without terminal degree)	Teaching (or Research) 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 (or Teaching) Professor (without terminal degree)		Associate Research (or Teaching) Professor (with or without terminal degree)		Research (or Teaching) 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 (or Teaching) Professor (without terminal degree)	Associate Research (or Teaching) Professor (with or without terminal degree)	Research (or Teaching) 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

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--Should focus on what you want evaluators to know that may not be clearly reflected in the dossier
- The impact, the why, the motivation, the goals
- May include pandemic or other effects on your work, if relevant
- May include a response to the new student feedback evaluation

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

Broader Context – Updated Language from the University

Broader context language for the narrative, assessment letters, and committee charge has been updated:

Remind committees and administrators that as they evaluate the candidate's record of teaching, research, scholarship, creative accomplishments, and university service, it is important to do so with full awareness of the broader context in which these responsibilities have been carried out. In recent years, **faculty have faced unforeseen, significant and often unprecedented challenges, including the COVID-19 pandemic, civil and societal unrest, racial tensions, changes in federal research funding priorities, and increased scrutiny of diversity-related work.** These factors have disrupted research agendas, constrained access to resources and collaborators, altered instructional modalities, intensified student needs, and reshaped the nature of service and shared governance. Committees and administrators should be reminded to interpret the candidate's contributions and trajectory with these challenges in mind, recognizing indicators of resilience, innovation, responsiveness to evolving demands, and potential for sustained impact across all areas of responsibility.

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 faculty member's direct supervisor, if not the department head, may also provide a confidential letter that can be included at the end of Section A or B in the dossier, as appropriate. *This would not be considered as one of the letters of assessment.*
- 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 (by admin staff)

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
View Section		

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

E EVALUATIVE STATEMENTS/INTERNAL LETTERS		
First Letters	Not Viewed	View Documents
Secondary Dept/Division/Campus Head Letter	Not Viewed	No documents
Department/Division/Campus Committee Letter	Not Viewed	View Documents
Department Head/Division/Campus Head Letter	Not Viewed	View Documents
College Committee Letter	Not Viewed	View Documents

First-level committee

Department/school head

College committee

- **Questions**

- Email Amy Corbett auh243@psu.edu or Shelley Stoffels sms26@psu.edu
- Make an individual appointment [Book time with Stoffels, Shelley Marie](#)

- **Planned Interactions**

- Dossier Support and Required Pre-checks (November)
- Workshop for Committee Members (December)

- **Spring 2025 Professional Track Promotion Panel Discussion**

- Recording available on request

- **Administrative Staff**

- COE P&T Teams Channel [COE Promotion & Tenure | General | Microsoft Teams](#)

Questions and Discussion

